DOCUMENT RESUME

ED 349 429 CE 061 930

TITLE	Life Skills Curriculum for Senior Adult Learners.
INSTITUTION	Leon County Schools, Tallahassee, Fla.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE	89
NOTE	137p.; For a related document, see CE 061 931.
AVAILABLE FROM	Leon County Schools, Adult and Community Education, 3111-21 Mahan Drive, Drawer 106, Tallahassee, FL 32311 ($45).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Adult Education; Aging (Individuals); Consumer Education; Coping; Cultural Enrichment; Curriculum Guides; *Daily Living Skills; Earth Science; Fine Arts; Health Education; Hearing Impairments; History Instruction; Language Skills; Mathematics Skills; *Older Adults; Reading Skills; Science Education; Self Esteem; Social Sciences; Space Sciences; Visual Impairments; Writing Skills
IDENTIFIERS	310 Project; *Life Skills Program

ABSTRACT

This life skills curriculum helps adult basic educators meet the needs of senior adult learners. An introduction contains the following sections: purpose statement; description of the senior adult learner; tips to remember on teaching senior adults; physiology of aging; teaching the hearing impaired; and teaching the visually impaired. The life skills curriculum includes the following 11 courses: (1) consumer education; (2) coping skills; (3) creative living; (4) enrichment; (5) expression; (6) health education; (7) history/social science; (8) language arts; (9) life science; (10) math; and (11) physical/earth/space science. Each listing contains a course outcome, instructional goal(s), and corresponding life skills curriculum. This guide also contains individual and group educational plans. An implementation plan for each subject area of the curriculum is provided. Also included are 12 references (individuals and printed sources) and 17 materials and resources. (NLA)

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ED349429

Leon County Schools
Department of Adult and Community Education

Life Skills Curriculum for Senior Adult Learners

William M. Woolley
Superintendent

Robert Gill, Director
Vocational, Adult and Community Education

Patricia McDonald, Principal
Adult and Community Education

Barbara Van Camp
Community Education Coordinator

Lynn Cunill
Project Coordinator

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Office of Educational Research and Improvement
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The development of the Life Skills Curriculum for Senior Adult Learners was made possible by a 310 Project funded through:

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
BUREAU OF ADULT AND COMMUNITY EDUCATION

1988/89

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FOREWORD

This curriculum has been developed to aid adult basic education (ABE) classroom teachers to meet the needs of senior adult learners. It should be used and expanded according to the requirements of an individual class. The most important goal of each teacher, in using this curriculum, should be the realization of individual self-worth, dignity and respect for senior adult learners. I appreciate the cooperation and assistance received from ABE classroom teachers in identification of curriculum needs and their patience with my many inquiries. I especially appreciate Barbara Van Camp and Patricia McDonald for their guidance and support which made this curriculum a reality. Finally, a special thanks to Brenda Kiser for her editorial and production skills.

It is our hope that with the assistance of this curriculum, and through compassionate and creative instruction, this program of senior adult education will be a success.

"Oh, nothing is too late,
'Til the tired heart shall
cease to palpitate.
Cato learned Greek at eighty;
Sophocles
Wrote his grand Oedipus, and
Simonides
Bore off his prize of verse
from his compeers
When each had numbered
More than four score years."

Henry Wadsworth Longfellow

Life Skills Program for Senior Adult Learners

Purpose:

- To provide the senior adult with essential skills or knowledge that will enhance the senior adult learner's quality of life.

Program Goals:

- Promote feelings of belonging, orientation, interest, and energy which will carry over into life outside of class.
- Promote feelings of dignity and self-worth.
- Promote the concept of lifelong learning.
- Promote an awareness of and a means of coping with the aging process.
- Provide educational activities which encourage intellectual stimulation.
- Promote confidence through challenge and success.
- Provide a variety of experiences to keep senior adult learners in touch with the world.
- Provide various activities in which each learner is motivated to learn new ideas and redevelop old ones.
- Provide an opportunity to acquire new skills which will assist senior adult learners in becoming more active participants in their environment.
- Provide problem solving techniques and an opportunity to apply these techniques to real problems.
- Promote daily-living and self-care skills.
- Provide an opportunity for self-expression and a sense of achievement through continued mental stimulation.
- Promote love of learning.

The Senior Adult Learner

"It is always in season for old men to learn"

Aeschylus

Each day in a person's life should be a new experience - an opportunity to learn something new and build on past experiences. Education should be a lifelong process, an unending pursuit of knowledge. You, the teacher, hold the key to the learner's success in the pursuit of knowledge. Progress and desire for learning will be in direct proportion to your attitude and manner of presentation.

The senior adult learner needs assistance in sustaining a sense of worth and dignity. The attitudes of the instructional staff, the friendliness of other learners and the adaptability of the learning environment will all influence the learner's attitude and openness to receive new ideas and information. All learners should be made to feel successful and wanted in the classroom environment.

The senior adult learner enters the learning environment with a personal image of a self-directing, responsible adult. The learner is capable of planning and conducting his/her own learning experiences and will be more responsive if allowed to do so. The senior adult learner brings a wide variety of experiences to class. It is important for the teacher to remember that each learner is an individual with different needs, desires and experiences on which to build.

The senior adult learner, who has been away from learning activities for a long period of time, may feel he/she no longer has the ability to learn and, therefore, lacks the confidence necessary to be successful in a learning environment. This learner should be encouraged to share life experiences. Through contributing to the class, the individual will realize self-worth and value and become more confident in the ability to learn.

The senior adult learner is aware of individual mortality; therefore, a desire for a learning activity that has immediate application to daily life and is applicable to life's problems. Immediate relevance is more important than long term goals.

Each day the learner should feel personal experiences, values and opinions are important. A learner must feel better when he/she leaves the classroom than when he/she arrived for class. The senior adult learner should leave with a strong sense of self-worth and respect.

Adult senior learners are likely to exhibit the following characteristics:

A. Are willing to share a wealth of experience in living which they have accumulated.

B. Feel more comfortable dealing with past experiences.

C. Express a greater desire for structure and certainty.

1. Unwilling to make decisions without sufficient, supportive information.
2. Exhibit caution in their approach to new situations.
3. Avoid risk-taking.
4. Exhibit greater preference for dealing with the concrete.
5. Feel very comfortable with a schedule or routine of activites.

D. Experience a great sense of loss.

1. Loss of a loved one.
2. Loss of a physical functioning.
3. Loss of independence.
4. Loss of status.
5. Loss of purpose.
6. Loss of physical abilities.
7. Loss of confidence.
8. Loss of short-term memory.
9. Loss of interest in self and others.

E. Display anxiety, depression, and anger over life's uncertainty.

F. Display exceptional religious fervor.

G. Enjoy socialization.

1. Appreciate physical contact.
2. Develop close attachments to their instructors.
3. Enjoy reminiscing.

H. Require a longer time to perform learning tasks.

1. Decline in speed and comprehension.
2. Decrease in reasoning and judgement.
3. Decrease in speed of response.

I. Exhibit tremendous desire to attempt more than they are capable of in order to attain goals.

Teaching Senior Adults

Tips To Remember

- View the learner/instructor relationship as a partnership.
- Avoid child-oriented procedures such as hand-raising.
- Senior adult learners should be allowed to work at their own pace. They should be encouraged, but not rushed. Let slower learners know that speed does not necessarily reflect ability.
- Be aware of the physical needs of the senior adult learner. Maintain a comfortable temperature and proper lighting.
- The learning environment should be non-threatening and relaxed.
- Lessons should be planned with respect to the speed capabilities of the learners. Generally, senior adult learners like to complete an activity.
- Summarize frequently; senior adult learners have difficulty with recall.
- Always be supportive and reassuring. Assist the learner in overcoming feelings of insecurity.
- Be aware of the learner's individual needs and desires. Remember, he is a voluntary participant. If you do not meet his needs, he will stop coming.
- Identify the experience and talent in your classroom. Utilize this as a resource.
- Instruction should be simple and to the point. Do not get bogged down in lengthy explanations.
- Avoid being judgmental when the opinions and values of the learner are different from yours. Respect the learner's opinions and values.
- Be alert for occasions to use positive reinforcement and praise. Do not over-praise since this damages your credibility as an instructor.
- Do not compare learners. Each has his own value.
- Be alert! The learner that appears over-confident may actually be insecure.
- Introduce new activities by relating them to a previous activity or a learner's past experience.
- Express concern when a learner is absent.
- Watch for facial expressions or body language that indicate a lack of understanding.
- Provide an environment that is relaxed and allows for frequent questioning. Repeat questions that are asked to be sure everyone heard the question.
- Speak only when facing the class. Try to introduce material using both auditory and visual methods.

- Senior adult learners need the security of belonging. Always make the learners feel welcome and valued.
- Provide rest breaks. Allow learners to move and stretch. Be alert to signs that the class may be getting restless.
- Focus the learner's attention. You can do this by touching them or calling their name.
- Be tolerant of frequent or abrupt mood changes. Try to find the source of the problem. If you can, be of assistance.
- Display a genuine interest in the individual learner.
- Be flexible! You must be able to respond to the changing environment or needs of your class.
- Use an informal, friendly approach when greeting learners.
- Make an effort to get new learners involved quickly. A new learner must be made to feel a part of the group or he will quickly drop out.
- Encourage the learners to share their successes with the group.
- Be sure the subject is relevant to the daily needs of the learners. Senior adult learners like to be able to apply what they learn immediately.
- Allow the learner to help select his subject and material. The learner will be a more active participant if he had some input into the lesson.
- Use care when asking a learner to read or write. Do not embarrass the learner who may not be able to read or write.
- Make sure learners feel free to leave the room if necessary. Many senior adult learners would perceive this as rude and would not leave without your permission.
- Dispense with grades. Grades are threatening to many senior learners. Make sure the learners are aware they will not be graded.
- Accept the learners as they are. Do not try to change a lifetime of values and ideas.

A Senior Adult Learner

. . . . .is the most important person in a Life Skills Program

A Senior Adult Learner

. . . . .is not dependent on us -- we are dependent on him or her

A Senior Adult Learner

. . . . .is not an interruption of our work -- he or she is the purpose of it

A Senior Adult Learner

. . . . .does us a favor when he or she participates -- we are not doing him or her a favor by serving him or her

A Senior Adult Learner

. . . . .is a "guest" whose presence is a compliment to our program

A Senior Adult Learner

. . . . .is a person who brings us his or her wants and needs -- it is our job to fill these wants and needs

A Senior Adult Learner

. . . . .is not a cold statistic -- he or she is a flesh and blood human being with feelings and emotions

A Senior Adult Learner

. . . . .is deserving of the most courteous and attentive treatment we can give to him or her

A Senior Adult Learner

. . . . .is the life blood of this education organization!

One of the major characteristics of the aging process is the loss of physical abilities. Many older adults do not participate in learning situations due to physical problems, physical limitations or lack of confidence in their ability to learn. Although the body experiences many changes through the years, not all of these changes have an effect on the ability to learn. It is the responsibility of an effective and compassionate teacher to assist the senior adult learner in compensating for these physical losses so the loss does not interfere with learning. In general, the senior adult learner takes longer to perform a learning task, experiences a decline in speed and comprehension; a decrease in reasoning and judgement; and a decrease in speed of response.

As a teacher, focus on what he/she has to offer and the growth he/she may experience, rather than on the senior adult learner's physical losses or limitations.

The following section offers insight into the physical losses of the senior adult learner and provides techniques for assisting the learner to overcome these physical barriers.

PHYSIOLOGY OF AGING

THE BODY SYSTEMS

If we are to truly understand aging, we must take into consideration the physical factors which place limitations upon our adaptability to daily living. As the body ages, it follows that the bodily functions become somewhat limited. Although the extent of limitation is individual, certain generalizations can be made regarding the affect of aging on our body systems.

1. SKELETAL

a. bones become more brittle - break more easily
b. loss of height, about 1 1/2 inches from age 30-90
c. pain and stiffness in joints
d. loss of mobility
e. more frequent loss of equilibrium
f. posture becomes affected
g. neck becomes more stiff and rigid
h. decrease in production of white blood cells in bone marrow causes loss of ability to fight infection
i. healing powers of the body are diminished

2. MUSCULAR

a. decrease in strength, endurance and agility
b. muscle cells do not regenerate when they die

3. NERVOUS

a. brain and nerve cells do not regenerate when they die
b. all mental processes related to interest, drive, motivation and achievement are decreased
c. loss of short-term memory, but not long-term
d. brain needs more oxygen and blood than any other part of the body
e. personality changes resulting in loss of interest, loss of adaptability, increased pessimism, abnormal possessiveness and possible mental confusion
f. changed sleeping habits

4. SENSORY

a. loss of ability to distinguish high frequency tones
b. reduced color vision
c. greater sensitivity to glare
d. peripheral vision decreased
e. inability to visually distinguish fine details
f. sense of smell decreases
g. loss of taste buds
h. decreased feelings of pain, pressure and fine touch
i. slower adjustments to temperature changes

5. CIRCULATORY

a. pumping action of heart lessens
b. blood pressure elevates
c. reduced blood flow to all the vital organs (kidneys, brain, heart, lungs)
d. increased inability to cope with stress because of longer action and reaction time

6. DIGESTIVE

a. less saliva in mouth
b. loss of teeth and/or use of dentures leads to improper chewing
c. loss of acid in stomach which aids in digestion of certain foods

7. RESPIRATORY

a. lungs become more rigid
b. lessened ability to breathe deeply

8. INTEGUMENTARY

a. skin wrinkles from loss of sodium and water
b. skin bruises easily
c. aging spots appear
d. hair dries (loss of oil) and loses color

9. EXCRETORY

a. decreased muscle tone in bladder leads to more frequent urination
b. loss of sphincter control leads to incontinence
c. lessened blood flow to kidneys causes urine to be more concentrated

TEACHING THE HEARING IMPAIRED

> Sometimes I hear all of a conversation and other times only part of it. Yet people think I'm not paying attention.
>
> Because I use my eyes to obtain information about things around me, I think a friend is angry with me by the frown she has on her face when looking in my direction. Later I learn she was only in deep thought.
>
> (Howard, 1980, p. 279)

Teachers of senior adults should always be alert to signs that a learner may have a hearing impairment. This impairment might be detected by the presence of a hearing aid or other behavioral cues, such as the learner who seems to be inattentive or whose face appears to be strained when listening. The learner may tilt his/her head to the side as if to hear with his/her "good ear". The learner may ask a question inappropriately or give an unrelated response.

Hearing impaired senior adult learners have to overcome the difficulties caused by their impairment. Hearing loss may be socially isolating due to fear of embarrassment. Many times the learner may not respond, even though he knows the answer, for fear that the question was misunderstood and he will appear stupid. The hearing impaired learner may tire easily because it takes a great deal of effort to listen and sort sounds into meaningful thoughts, especially when the conversation is strange to him and background noises are present. It is not well understood by the non-deaf person that the sounds heard through a hearing aid are not normal sounds and may be distorted. A hearing aid magnifies all sounds surrounding the learner. Therefore, it is important to minimize the surrounding noises.

As teachers of the hearing impaired, we must be aware of the many simple ways in which we communicate. Cues such as facial expressions, gestures and body movements communicate understanding, questions, tense feelings and many other emotions. Although the concept is a simple one, it is easy for teachers to miss the messages, by checking their notes during a pause in the lesson, rather than observing the faces and body movements of their students.

METHODS OF COMMUNICATION

SPEECH READING

People with a hearing loss are naturally more attentive to a speaker's lips and facial movements. Although lip reading is a valuable skill, it can only be used to supplement communication; just 30-40 percent of the English language can be seen on the speaker's lips.

SPEECH

It is frequently difficult to understand the spoken language of the hearing impaired because they are not able to control their pitch or tone. Just as we are able to understand those with an accent or unfamiliar dialect, with practice, teachers can learn to understand the spoken words of the hearing impaired.

WRITING

This method of communication requires one-to-one interaction and is more time-consuming than the other methods discussed. It may be the most effective way to discuss complicated or technical issues.

HEARING AID

There are many types of hearing aids available on the market. Technological advances have resulted in smaller, more powerful aids. However, hearing aids do not correct a hearing loss, but amplify all sounds. Therefore, it is helpful to limit background noises as much as possible. One must also stand within a close distance of the hearing aid while speaking, as the aids are limited in their pick-up range. Teachers should speak slowly in order to give students time to absorb the information.

SIGN LANGUAGE

The two basic forms of sign language used by the deaf population are American Sign Language and Signing Exact English.

American Sign Language appears to be the most prevalent form of signing for adults. It consists of hand and arm movements not derived from English. It is a separate language and does not follow grammatical rules. Although a student may delete or reverse common usage forms, teachers must remember it does not reflect the student's ability or intelligence.

Finger Spelling involves spelling a word letter by letter. This time-consuming method will be important for technical terms in which there are no signs. It is used in both American Sign Language and Signing Exact English.

It is important to note that sign language may also be appropriate for hearing students. Most teachers will never learn the many intricate hand symbols; however, learning and using a few simple signs would certainly create a feeling of interest and friendship between student and teacher.

EFFECTIVE TEACHING TECHNIQUES

1. Generally, it is best if you can rearrange your classroom so that the learners sit in a semicircle, able to view one another. This is particularly helpful in discussion situations.
2. Have the learner's attention before speaking. A hearing impaired learner cannot hear a call to attention and may need a tap on the shoulder, a wave or other signal to catch his or her eye.
3. Look directly at the learner while talking. Do not cover your face with your hands or book.
4. Do not turn your back to the learner while talking or explaining something on the blackboard.
5. Try not to move around the room while carrying on a discussion. It would be best to select a place in the room where the hearing impaired learner can see you easily.
6. Do not stand in front of windows while speaking. The light will shine in the learner's eyes and he will not be able to see your face. The light should shine on your face and not your learner's eyes.
7. When speaking to a hearing impaired learner, try to maintain eye contact. Eye contact establishes a feeling of direct communication.

8. Try to rephrase a thought rather than saying the same words over. Sometimes particular combinations of words are difficult to speech read, so repetition of the same phrase may be frustrating to your learner if he or she cannot understand. Always use complete sentences when speaking to a hearing impaired learner. Do not repeat one or two words.

9. The hearing impaired learner must take in a majority of information through visual cues. Thus, he or she may fatigue more quickly than your other learners. The instructor may witness periods of inattentiveness due to fatigue. Make sure you check occasionally to determine if your learner is still understanding the material. Do not take a nod of the head as confirmation. Many times a hearing impaired learner will say he or she understands when he or she really does not. A few quick questions regarding the material covered is a good way to see if, indeed, the learner is understanding the course work.

10. Speak slowly and clearly, pronouncing each word, but without exaggeration or over-pronunciation. Exaggeration or over emphasis distorts lip movements, making speech reading more difficult. Try to speak clearly without force or tension. Use short sentences rather than long sentences.

11. Encourage your hearing impaired learner to read class material ahead in order to become familiar with topics that will be discussed in class.

12. Keep facial expressions and gestures appropriate and consistent with the verbal message you are giving.

13. Attempt to keep the noise level down in the classroom, as much as possible, in order to allow the hearing impaired learner maximum use of his or her auditory skills. This is especially important during those times when announcements or assignments are being given. Write out any important information to insure the hearing impaired learner receives it.

14. In using demonstration and visual aids, it is important for the instructor to allow extra time for learners to see what is being said. With hearing learners you can turn your back to the class and simultaneously elaborate a point as you demonstrate. With hearing impaired learners, this is not possible since the learner must turn his attention from you, the instructor, to the chalkboard to see what you are demonstrating and then go quickly back again so he will not miss the explanation. The best way to handle this is, first, to be more specific as you go over the points on the board, avoiding such vague references as "this" or "that". Second, pause more often as you speak, trying as much as possible to maintain eye contact with the learners.

15. Select a learner in the back of the classroom and ask him/her to get your attention when you are speaking too softly, rapidly or slowly.

RESOURCES

Better Hearing Institute
5021-B Backlick Road
Annandale, Virginia 22003

Self-Help for Hard of Hearing (SHH)
4848 Battery Lane, Dept. E
Bethesda, Maryland 20814

Office of Scientific and Health Reports
National Institute of Neurological and
Communicative Disorders and Stroke
Bldg. 31, Room 8A06
Bethesda, Maryland 20205

American Speech - Language - Hearing Association
10801 Rockville Pike, Dept. AP
Rockville, Maryland 20852
1-800-638-8255

American Academy of Otolaryngologists, Inc.
1101 Vermont Avenue, N.W.
Washington, D.C. 20005

TEACHING THE VISUALLY IMPAIRED

> I'm a person who is blind, not a blind person. I say "look, "watch", "I'm glad to see you", and use other phrases involving sight. I'm not afraid of those words, and you don't need to avoid them when you're with me.
>
> (Howard, 1980, p. 237)

Teachers of senior adult learners should be alert to the possibility of visual impairment in the classroom. Ninety (90) percent of all adults over age 70 have some kind of visual problem. Most adults experience a change in the acuity or sharpness with which we see objects. Vision impairment may be obvious due to the use of dark glasses or thick lenses. Some individuals may have a cloudy film over the eyes or experience discoloration. However, in most cases, there is no obvious sign and the teacher must make a judgement by the learner's mobility and balance.

The learner with a visual impairment may be fearful, distrusting and awkward in movements. He depends on sound and tactile sensations to maintain a sense of security. A visually impaired learner may appreciate a touch on the shoulder or a hand shake as a means of comfort or an effort to provide security. The teacher should speak to the learner before touching him to avoid startling or frightening him.

Knowledge of a learner's visual acuity alone is of limited value to teachers. Legal definitions do not provide enough information for effective educational services. It is the way in which a person utilizes his/her vision that is important.

Barraga (1976) suggests three definitions that may provide some clarity when attempting to describe the visually impaired learner:

> **Blind** - Those who learn through braille and related media, without the use of vision. Perception of light may be present and useful in orientation and movement.
>
> **Low Vision** - Learners with limitations in distance vision, but are able to see objects and materials when they are within a few inches or at a maximum of a few feet away. Most low vision learners will be able to use their vision for many activities. They should be encouraged to use their vision skills as much as possible.
>
> **Visually Limited** - Learners who are limited in their use of vision under average circumstances. They may have difficulty seeing materials without special lighting, or they may need to wear prescriptive lenses or use optical aids and special materials.

Initially, teachers should informally assess their visually impaired learners. It is important to determine the learner's most effective learning mode. It may be lecture, tactile demonstrations or peer teaching. Also consider the learner's most effective reading preference. Options include braille, larger print and tape recordings. The third consideration is the learner's mobility in the classroom. Assessment may include actual tasks, or simply a conference with the learner.

Visually impaired learners need to master the same basic skills as other learners, but first they must learn additional skills. They must be able to orient themselves, attain mobility and take care of their personal needs.

When planning modifications for learners, teachers should attempt to select materials and methods that will be appropriate for both the visually impaired and non-impaired learner. Audio-visual materials, small groups and individualized learning systems would be appropriate for most learners and classroom settings.

EFFECTIVE TEACHING TECHNIQUES

1. Orient learners to the classroom before the course begins. Inform learners of any changes in the physical environment throughout the year.

2. The visually impaired rely on hearing. Be sure they are seated close to the instructor, avoiding hallway or heating/air conditioning noises.

3. Speak clearly, giving explicit directions. Do not face the chalkboard or alter your normal speaking voice.

4. Provide learners as many opportunities as possible to observe closely or touch materials.

5. Plan alternate activities if regular activities cannot be modified. Do not avoid the assignment just to make it easy on the student.

6. Verbalize all feedback as learners cannot see the visual cues of approval or disapproval.

7. Assign a willing and dependable learner to sit near the visually impaired learner. This learner can assist in many ways, such as telling the visually impaired learner words on the chalkboard or acting as a guide in the classroom.

8. Arrange seats to allow for the best lighting conditions.

9. Print should contrast sharply with the material. Dark letters on buff paper and white chalk on a blackboard are recommended. Unglazed paper, soft lead pencils and felt tip marking pens also assist in reading. Acetate, usually preferred in yellow, will assist the visually impaired learner. When acetate is placed over the printed page it will tend to darken the print itself as well as heighten the contrast of the background paper.

10. Page markers and reading windows may be especially helpful to the learner who finds it difficult to focus on a word or line of print.

11. Try not to stand with your back to the window. Glare and light will silhouette your demonstration, and eye fatigue may occur.

12. If a visually impaired learner seems to need assistance, go ahead and offer your assistance. However, do not help unless the individual says you can. If you are not sure exactly what to do, ask the person to explain how you should help.

13. To guide a blind person, let him or her take your arm. Do not grab his/her arm. This is dangerous as well as insulting and frightening. The individual will walk about half a step behind you, following your body motions. If you encounter steps, curbs, or other obstacles, identify them. In places too narrow for you to walk two abreast, bring your arm back and let the guided person follow you.

14. When speaking to a visually impaired person, use a normal tone and speed of voice. Shouting or speaking to an adult as a child is very insulting. Blindness does not affect hearing or intelligence. Speak directly to the person, not to a third party. When you are leaving a room, say so. Anyone would feel foolish talking into thin air.

15. When guiding a visually impaired person to a chair, simply guide the hand to the back of the chair and tell the person if the chair has arms.

16. Use common sense and sensitivity. Most visually impaired people's hearing is fine and comments like "isn't she brave" or "isn't is a shame he is blind" are usually heard and not appreciated. An impaired person is just like you, only without sight. Give him or her the same respect as you would a sighted person.

17. When working with visually impaired persons, do not exclude or excuse them from participating because you feel their impairment would be a problem. Let them make that decision. Do not lower your expectations of what the person can do. Give them the chance to succeed or fail, just like anyone else.

18. Before addressing the visually impaired learner, call his/her name, as he/she may miss the visual cues.

19. As much as possible, speak while writing on the chalkboard; for example, say 4x2 = 8, as you write. This will help the learner keep up even if he/she cannot see what you are writing.

20. Wash the board to remove chalk dust. This reduces problems associated with glare.

RESOURCES

State of Florida
Department of Education
Florida Division of Blind Services
Library for the Blind and Physically Handicapped
P. O. Box 2299
Daytona Beach, FL 32015
1-800-342-5627

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206
502-895-2405

American Foundation for the Blind, Inc.
15 West Sixteenth Street
New York, New York 10011
212-924-0420

National Society for the
Prevention of Blindness, Inc.
79 Madison Avenue
New York, New York 10016

Association for Education
of the Visually Handicapped
919 Walnut Street
Philadelphia, Pennsylvania 19107
215-923-7555

National Library Service for
the Blind and Physically Handicapped
The Library of Congress
Washington, D.C. 20542

Life Skills Curriculum

Definitions:

A **course outcome** states the major content emphasis and the skills or knowledge the learner will demonstrate after instruction.

An **instructional goal** is an instructional area based on related life skills.

Life skills are the skills or knowledge that will enhance the senior adult learner's quality of life.

Curriculum Application:

1. The first step in using this curriculum is the selection of a **course outcome**. This will determine the purpose, goal and content of the course. The course outcome is stated in bold letters at the beginning of each subject area.

2. The selection of an **instructional goal** should be the next step. The instructional goal will determine what to teach in the classroom.

   It is the objective that will be obtained by the achievement of the life skills.

3. Finally, the **life skills** portion of the curriculum provides assistance in developing instructional material and strategies to achieve the instructional goal.

   The life skills should assist teachers in preparing daily lesson plans.

   Many of the life skills are a part of the State of Florida, Department of Education's Adult Basic Education Curriculum Framework and the Adult Life Stages Curriculum Framework and Performance Standards.

   The skills from the Adult Basic Education Curriculum Framework are designated by the number in parenthesis following the skill:

   demonstrate an understanding of a citizen's rights and responsibilities (8.04).

   The skills from the Adult Life Stages Curriculum Framework and Performance Standards are designated by the letters ALS and a number in parenthesis following the skill:

   explain the misunderstandings surrounding the biological aging process (ALS 1.01).

Consumer Education

The learner will demonstrate an understanding of and apply the basic concepts of Consumer Education.

Instructional Goal	Life Skills
A. Understand and use the principles of comparison shopping	1. identify wise buying practices, such as: comparing prices; reading labels; and utilizing coupons, rebates and specials. 2. distinguish between comparison shopping and impulse buying. 3. identify some benefits of comparison shopping. 4. apply principles of comparison shopping in the selection of goods and services (9.02). 5. demonstrate an understanding of methods and procedures used to purchase goods and services (9.03). 6. use weights, measures and measurement scales.
B. Understand the purpose and coverage of different kinds of insurance	1. demonstrate an understanding of the principles involved in the purchase of automobile, home-owner's and life insurance (9.10). 2. explain the purpose of insurance. 3. explain the terminology related to various types of insurance. 4. demonstrate an understanding of medical insurance terms.
C. Understand rights and responsibilities as a consumer	1. demonstrate an understanding of consumer protection laws and resources (9.06). 2. demonstrate an understanding of guarantees, warranties, and the right to redress (9.11). 3. define one's rights as a consumer. 4. describe procedures that a consumer must follow when his rights have been violated.

D.	**Indicate an understanding of important factors relating to housing**	1. demonstrate an understanding of methods and procedures to obtain housing services and related maintenance (9.04). 2. list the factors which should be considered before making a decision to rent or buy a home or apartment. 3. identify one's housing needs.
E.	**Understand the value and use of credit and budgeting**	1. identify sources of credit. 2. recognize late penalties exist. 3. define the Truth-in-Lending law. 4. describe how to apply for credit. 5. describe how to establish credit. 6. define budget as a plan for the use of money, time and other resources. 7. describe the purposes of budgeting. 8. apply principles of budgeting in the management of money (9.05). 9. list or verbalize services of financial institutions. 10. use banking and financial services in the community (9.08).
F.	**Understand the purchase and maintenance of personal items**	1. demonstrate an understanding of procedures for the care, use, and maintenance of personal items (9.07). 2. demonstrate an understanding of methods and procedures for the purchase and maintenance of an automobile (9.09). 3. name some methods of economic exchange (goods for goods, goods for services, services for services, and goods for money).
G.	**Identify various forms of consumer fraud**	1. distinguish between legitimate and fraudulent telephone solicitations.

2. distinguish between legitimate and fraudulent personal solicitations.

3. distinguish between legitimate and fraudulent television and mail solicitations.

4. demonstrate knowledge which will assist older persons in recognizing and avoiding consumer fraud and swindling schemes often aimed at the elderly (ALS 2.12).

H. Demonstrate correct use of the telephone

1. read or match numbers zero through nine on the telephone dial.

2. recite own phone number from memory.

3. dial a number on a variety of phone styles.

4. place a call.

5. orally repeat and/or dial the emergency 911 number and state reasons for using the number.

6. take and relay a message.

7. verbalize reasons and demonstrate procedure for calling the operator.

8. verbalize reasons and demonstrate procedure for calling directory assistance.

9. verbalize or demonstrate procedure for making a long distance call.

10. verbalize or demonstrate procedure for using a pay phone.

11. refuse offers from phone solicitors unless items are needed.

Coping Skills

The learner will develop positive interpersonal skills and the ability to cope with changes brought about by the aging process.

Instructional Goal	Life Skills
A. Demonstrate an understanding of the changing behaviors of people as they grow older	1. list emotional reactions in adults and how they affect mental and physical health (ALS 3.05). 2. identify how stress affects the older person (ALS 3.06). 3. identify later life changes in personality, self-concept and esteem and the implications of each (ALS 3.07). 4. recognize life review as a process needed to complete the last developmental stage of life (ALS 3.08). 5. identify social needs of older adults. 6. identify psychological needs of older adults. 7. demonstrate knowledge of the physical and emotional changes commonly occurring during later life stages (ALS 1.07). 8. identify techniques for managing stress and time (7.08).
B. Recognize factors influencing one's self and the ability to interact with others	1. identify skills for self-awareness, self-acceptance and self-improvement (7.05). 2. demonstrate skills necessary for the enhancement of interpersonal relationships (7.06). 3. enhance self-esteem and generate a positive self-image. 4. cultivate satisfactory and ongoing relationships. 5. recognize that family relationships can influence one's sense of self and others. 6. recognize that life experiences can influence one's sense of self and others 7. discuss the term "values".

8. identify personal values.
9. describe one's own feelings and moods.
10. express feelings in an acceptable manner.
11. distinguish between individual values and societal values.
12. recognize that individual values can influence one's sense of self and others.
13. recognize that societal values can influence one's sense of self and others.
14. give examples of potential areas of conflict between individual and societal values and how such conflict might be resolved.
15. distinguish between beliefs, attitudes and values.
16. identify the origin of one's strongest beliefs and attitudes.
17. recognize beliefs as affecting self-identity.
18. recognize attitudes as affecting self-identity.
19. recognize how acceptance of personal responsibility enhances independent living.
20. define the purpose of good communication.
21. distinguish verbal from non-verbal communication.
22. give examples of non-verbal communication.
23. identify personal anxieties and defenses as a barrier to effective communications.
24. identify judgmental attitudes as a barrier to effective communications.
25. identify stress as a barrier to effective communication.
26. recognize opportunities to develop companionships.
27. describe how courtesy, helpfulness and acceptance can enhance personal relationships.
28. demonstrate an understanding of the family as an institution and the responsibility and interactions of the various members (8.18).
29. make attempts at an activity before giving up.

30. decrease solitary and withdrawn activities.
31. accept and adjust to decisions made by peer group or persons in authority.
32. accept assistance or assist others in need of help.
33. acknowledge verbally or gesturally when name is called.
34. identify personal values and opinions.
35. identify personal characteristics.
36. initiate social interaction with peers.
37. verbalize others' names when interacting.
38. introduce self and others.

C. Examine the effects of institutionalization and ways to cope with the adverse effects

1. describe the effects of isolation.
2. discuss the effects of dependency on the ability to control one's destiny.
3. describe the impact felt by the loss of the family support system.
4. list community support systems for institutionalized older adults.
5. describe ways of enriching the environment in an institution.
6. utilize support groups and group interaction to enhance an optimistic attitude.
7. discuss activity versus inactivity as a coping skill.
8. describe how pictures of family and personal belongings can enhance living quarters.

D. React and respond to significant events in the immediate environment and surrounding community

1. establish time and space awareness.
2. tell what day and time it is.
3. describe the immediate surroundings.
4. discuss relevant current events occurring in the community.

5. discuss major national and global events presently occurring.
6. listen and join in classroom discussions (1.05).
7. listen and follow simple directions (1.06).
8. distinguish between real and unreal actions or events.
9. distinguish between fact and opinions.
10. relate or discuss past events accurately.
11. verbalize, read or write the current date.
12. point to a day, week and month on a current calendar.
13. locate holidays on the calendar.
14. discuss the history and origin of holidays.

E. Develop skills for coping with death and dying

1. be knowledgeable about ways of handling death and dying in modern society (ALS 1.09).
2. be cognizant of specific emotional needs of the dying patient (ALS 1.10).
3. understand the function of grief and bereavement (ALS 1.11).

Creative Living

The learner will demonstrate an understanding of the aging process and issues relevant to older adults.

Instructional Goal	Life Skills
A. Understand the aging process as a normal event that offers potential for personal growth	1. understand memory and learning as it relates to an older person's ability to learn. 2. appraise the potential of older persons for continued growth. 3. discuss physical changes that accompany chronological age. 4. describe how technological innovations compensate for loss of hearing, vision impairment and loss of mobility. 5. explain the misunderstandings surrounding the biological aging process (ALS 1.01). 6. explain the misunderstandings of how and why age discrimination continues to exist in contemporary American society (ALS 1.03). 7. demonstrate knowledge regarding the common sociological myths and stereotypes surrounding older people (ALS 1.04). 8. be cognizant of the myths and stereotypes of sexuality in older adults (ALS 1.08). 9. understand the physiology of aging. 10. understand the psychological dynamics of aging. 11. recognize that senility is not part of normal aging. 12. recognize the individual differences in health, attitudes, stamina and background among the elderly. 13. create methods to bring about a positive attitude regarding aging.
B. Demonstrate how the older adult relates to society	1. identify cultural activities which are of interest to older adults (ALS 2.91).

2. list cultural opportunities available in the community (ALS 2.02).

3. explore areas of cultural interest (ALS 2.03).

4. discuss older persons who have made significant contributions to society: public servants, artists, scientist, etc.

5. recognize learning opportunities in the community.

6. locate sources of entertainment in the community.

7. locate recreation areas in the community.

8. identify agencies that accept volunteers.

9. identify newspapers, civic organizations, religious groups, and business or commercial institutions which affect the daily lives of older adults.

10. prioritize the goals of older adults in one's community.

11. identify community agencies and services, including leisure time resources and facilities (8.08).

C. Demonstrate knowledge of the ways to safeguard self and property

1. identify techniques to safeguard property (ALS 4.01).

2. identify procedures to protect one's self from bodily harm (ALS 4.02).

3. distinguish between legitimate and fraudulent telephone solicitations (ALS 4.03).

4. distinguish between legitimate and fraudulent personal activities (4.40).

5. distinguish between legitimate and fraudulent television, radio and mail order solicitations (ALS 4.05).

6. demonstrate knowledge which will assist older persons in recognizing and avoiding consumer fraud and swindling schemes often aimed at the elderly (ALS 2.12).

7. discuss the use of safety devices which will secure living quarters.

8. identify danger signals in the home and appropriate responses.
9. demonstrate appropriate responses to strangers.
10. demonstrate appropriate procedures for requesting assistance in a public situation.
11. orally repeat and/or dial the emergency 911 number and state reasons for using the number.
12. identify the location of the nearest police and fire station.

D. Demonstrate knowledge of social services available to older adults and how to access them

1. list social services available to older adults (ALS 5.01).
2. identify the location of social service agencies (ALS 5.02).
3. identify the social service agency appropriate for specific needs of older adults (ALS 5.03).
4. identify persons and agencies providing community living assistance.

Enrichment

The learner will demonstrate an understanding of the elements of the arts and the ability to use skills and knowledge of the arts.

Instructional Goal	Life Skills
A. Demonstrate a knowledge and enjoyment of music	1. read and demonstrate an understanding of relative duration of notes and rests. 2. create short musical works. 3. define and apply common musical terms and symbols. 4. identify similarities and differences in music of various styles and cultures. 5. participate in music activities through singing, playing, moving and listening. 6. identify characteristics in music of different cultures and historical periods. 7. identify and classify instruments and voices. 8. study and perform simple musical pieces on an instrument. 9. read and interpret (perform) a melodic line with voice or instruments. 10. display an appreciation of various works through listening and/or performing. 11. play and sing simple musical works in a performance situation. 12. formulate critical evaluative decisions about musical performances as either a participant or as an observer.
B. Demonstrate a knowledge and enjoyment of drama	1. identify major historical developments in dramatic literature. 2. identify basic knowledge of theatre operations such as: scenery construction; costuming; lighting; sound and makeup.

3. demonstrate basic knowledge of theatrical production.
4. critique theatrical performances.
5. participate in dramatic activities.

C. Demonstrate a knowledge of foreign language

1. possess sufficient basic vocabulary and structure to comprehend others in pertinent areas including, but not limited to: greetings, social pleasantries, personal data, daily activities, news, current events, and time expressions.
2. possess sufficient basic vocabulary and structure to orally express him/herself in pertinent areas including, but not limited to: greetings, social pleasantries, personal data, daily activities, news, current events, and time expressions.

D. Demonstrate a knowledge and enjoyment of art

1. describe the media, tools, techniques, and forming processes employed in particular art works.
2. demonstrate proficient use of materials, tools, techniques and processes in the completion of a particular art work.
3. identify and name art developments (schools of art or forms of expression).
4. recognize major figures and works (including architecture) in the history of art and understand the significance of each.
5. identify works of art, including architecture, that originated in particular cultures.
6. identify and name the sensory qualities of line, value, color, texture, shape and/or form.
7. participate in activities related to art.

Expression

The learner will demonstrate the ability to express ideas and needs and to provide information in order to function successfully in society.

Instructional Goal	Life Skills
A. Compose grammatically correct sentences	1. express the singular and plural forms of nouns correctly (2.06). 2. make subjects and verbs agree (2.08). 3. use the appropriate forms of common regular and irregular verbs (2.09). 4. express declarative and interrogative sentences using appropriate word order (2.10). 5. express compound declarative sentences using appropriate word order (2.11).
B. Organize objects and information into logical groupings and orders	1. identify pictures, shapes and colors. 2. classify pictures and shapes under appropriate headings (2.12). 3. arrange pictures in an appropriate sequential order (2.13). 4. classify words, naming objects with similar characteristics, under appropriate headings (2.14). 5. arrange events in sequential order (2.15). 6. group words that name objects that are similar (2.16). 7. generate headings for groups of words or phrases (2.17). 8. write or verbalize a set of simple directions (2.18). 9. organize information related to a single topic (2.19).
C. Develop a paragraph expressing ideas clearly	1. develop a paragraph giving information in support of one topic (2.20).

2. develop a paragraph using chronological order (2.21).

D. Will write to provide information or express ideas

1. dictate or write a friendly letter (2.22).
2. write a letter of request, adjustment, complaint, application or opinion giving necessary and accurate information.
3. write the current date.
4. write first and last name.

E. Will spell, punctuate and capitalize correctly

1. spell months of the year, days of the week, and numbers from one to one hundred twenty-one (2.26).
2. spell words needed in writing through grade eight (2.28).
3. spell commonly used "consumer" words (2.29).
4. spell commonly used "survival" words (2.30).
5. use a period or question mark to punctuate simple declarative or interrogative sentences, respectively (2.32).
6. use a period to complete the abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.) (2.33).
7. use a comma between cities and states and between the day of the month and the year (2.34).
8. use a comma after the greeting and after the closing of a friendly letter (2.35).
9. use an apostrophe to form contractions (2.36).
10. use a comma to separate words in a series (2.37).
11. use a comma to set off proper nouns in direct address (2.38).
12. use an apostrophe to show the possessive of nouns (2.39).
13. capitalize the first letter of the first word of the sentence, the pronoun "I", and the first letters in the name of a person (2.40).

14. capitalize a simple greeting and the first word of the closing of a letter (2.41).

15. capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of the week, months of the year, streets, cities, states and countries (2.42).

16. capitalize commonly used abbreviations for proper nouns (2.43).

17. capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal title, and holidays (2.44).

F. Develop a personal life history as a record of one's growth and experiences in life

1. identify life stages.
2. assess the importance of life review.
3. enhance self-esteem.
4. develop positive reminiscence.
5. understand the continuity of events in one's life.
6. organize and produce an autobiography.

Health Education

The learner will demonstrate the ability to apply the basic concepts of health education.

Instructional Goal	Life Skills
A. Identify healthy practices in self-care	1. describe healthy oral hygiene practices. 2. discuss body hygiene practices. 3. practice basic grooming techniques with respect to hair, nails and attire. 4. discuss factors that slow the aging process, such as sound nutrition, exercise and mental stimulation. 5. identify the physiological and social implications of personal hygiene practices (7.13).
B. Describe the relationship between sound nutrition and good health	1. demonstrate knowledge of good nutritional principles leading to the promotion of health and weight management throughout the stages of life (7.10). 2. identify food items. 3. list the four basic food groups. 4. give examples of each food group. 5. describe the components of a good nutritional program. 6. name six main vitamins and minerals. 7. recognize the symptoms of specific vitamin deficiencies. 8. revise diets to meet changing body needs. 9. discuss the relationship between body needs and sound nutrition. 10. understand the role of minerals and vitamins in health. 11. list the major nutrients as proteins, carbohydrates, fats, fiber, vitamins and minerals.

12. identify the functions of nutrients as providing energy, repairing or replacing tissue, maintaining body functions and improving emotional stability.

13. list substances affecting functions of nutrients as caffeine, alcohol, nicotine and drugs.

14. identify the minimum requirements of nutrients as a nutritional need of older people.

15. identify balanced menus of the basic food groups as a nutritional need of older adults.

16. identify dietary fiber as a nutritional need of older adults.

17. identify sufficient calcium to prevent osteoporosis as a nutritional need of older adults.

18. identify restricted sodium as a nutritional need of older adults.

19. identify sufficient fluids as a nutritional need of older adults.

20. identify less fat as a nutritional need of older adults.

21. describe the nutritional aspects of health maintenance.

22. understand the importance of nutrition in sustaining good health.

C. Plan meals and buy, store and prepare food that is nutritious

1. distinguish between food facts and fads.

2. plan nutritious meals using the four basic food groups.

3. create a weekly menu plan.

4. choose nutritious food when shopping.

5. read labels for nutritional value.

6. identify the most nutritious ways to store food.

7. identify the most nutritious ways to cook food.

8. follow a recipe to complete food preparation.

9. prepare a food item.

10. identify healthy dining as dining sitting down, at a leisurely pace in a clean and pleasant atmosphere.

D. Identify appropriate physical exercise for maximum body functioning

1. describe the role of exercise in good health.
2. describe the effects of exercise on the body.
3. assess personal capacity for physical activity.
4. construct an appropriate personal exercise plan based on personal capacity and medical advice.
5. recognize the relationship between exercise, nutrition and health.
6. identify exercise as promoting proper metabolism of foods.
7. identify exercise as promoting physical, mental, emotional and social stability.
8. improve self-image and self-esteem through exercise.
9. describe exercises, such as chair and bed exercises, for physically impaired persons.
10. practice chair and bed exercises.
11. relax and relieve tension through exercise.
12. tone and strengthen muscle groups.
13. improve circulation through exercise.
14. improve pulmonary capacity through exercise.
15. increase physical flexibility through exercise.
16. control weight through exercise.
17. increase stamina through exercise.
18. practice correct breathing while exercising.
19. practice correct body alignment while exercising.
20. recognize the necessity of modifying exercises for wheel-chair bound and for individual needs.

E. Identify safe practices in using medication for health maintenance	1. demonstrate an understanding of how to select and use medications (7.03). 2. understand the physical, mental, social, emotional, economic and legal consequences of drug use (7.07). 3. list medications for most common ailments. 4. describe the effects of specific medication. 5. explain and describe the possible side effects of specific medication. 6. read and understand prescriptions by dialoguing with the pharmacist or doctor. 7. recognize the dangers of combining medications. 8. keep a record of medications and dates taken. 9. understand the significance of a doctor being aware of all medications that are being taken, both prescription and non-prescription. 10. discuss the role of medications in health maintenance.
F. Demonstrate knowledge of disease and disease prevention	1. identify common ailments and seek appropriate medical assistance (7.01). 2. identify the causes, effects, symptoms and methods of preventing and controlling major diseases and disorders (7.02). 3. review alternative ways of dealing with common health problems of older adults (ALS 3.04). 4. demonstrate an understanding of common problems of older adults (ALS 3.03). 5. demonstrate knowledge which will assist the older person in recognizing and identifying the common degenerative conditions associated with increased aging (ALS 3.02). 6. identify methods of achieving and maintaining a level of wellness which will allow the older adult to remain independent and function at optimal level (ALS 3.01). 7. discuss the myth of senility (that all older adults are senile). 8. discuss Alzheimer's Disease.

G. Demonstrate knowledge of issues related to health care for older adults

1. identify medical and dental forms and related information (7.02).
2. identify the roles and services of local health agencies in the community (7.09).
3. identify cooperative efforts which can promote a higher level of health and environmental quality within a community (7.11).
4. name different types of doctors and services they provide.
5. identify a personal physician.
6. make an appointment with a physician, dentist or eye doctor on a yearly basis or as needed.

History/Social Science

The learner will demonstrate an understanding of and apply the basic concepts of history and the various social sciences.

Instructional Goal	Life Skills
A. Understand the structure of government	1. demonstrate an understanding of the structure and function of government at all levels of American political life (8.13). 2. explain that the purpose of government is to protect people and maintain order. 3. name the three branches of government -- executive, legislative and judicial. 4. define democracy as a government run by the people. 5. define law as a set of rules which the government enforces through its police, courts and other agencies. 6. explain reasons for the existence of governments and laws. 7. demonstrate an understanding of the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice (8.16). 8. identify the current President of the United States by name. 9. identify the current elected and appointed federal officials.
B. Demonstrate an understanding of citizen's rights, privileges and responsibilities	1. demonstrate an understanding of a citizen's rights and responsibilities (8.04). 2. contrast what it means to be a citizen in the United States with what it means in an authoritarian society (8.05). 3. demonstrate an understanding of the concept of taxation (8.06).

4. demonstrate an understanding of the importance of participation in community service, civic improvement and political activities (8.15).
5. demonstrate an understanding of the nature and consequences of crime (8.17).
6. identify and illustrate ways in which the rights and privileges associated with being a citizen may be facilitated through advocacy (ALS 2.07).
7. identify information on the form and content of legal documents (ALS 2.08).
8. identify voting as a technique to achieve goals.
9. identify special delegations or private organizations that deal with senior citizen interests and may have an impact on government.
10. define patriotism, list examples of patriotism and discuss why patriotism is important to a nation.
11. state two ways leaders are selected (voting, appointment).

C. Understand the geographical and cultural concepts of the world

1. interpret information from charts, maps, globes and graphs (8.02).
2. explain how the lifestyles of different cultures have different impacts upon the environment (8.03).
3. locate and identify the continents and major countries of the world (8.12).
4. utilize the appropriate vocabulary, geographical, reference/study, critical thinking and decision-making skills (8.14).
5. develop maps of local geographic regions.
6. construct simple maps.
7. identify the four oceans.
8. state the purpose of a map key or legend.
9. use a legend to interpret information on a map.
10. describe contributions of people, from a variety of ethnic and cultural groups, in the fields of education, human rights, science, music, art, sports, business, politics, architecture, etc.

	11. identify the definition of a continent, mountain, peninsula, island, ocean and river. 12. identify cardinal directions on a map (N, S, E, W). 13. identify the major types of climates. 14. state that people in different countries speak different languages.
D. Understand the geographical and cultural concepts of the United States	1. demonstrate an understanding of the uniqueness of the American people as a synthesis of different cultures (8.10). 2. identify states of the United States and state capitals and emblems. 3. recognize an outline map of the United States. 4. identify Washington, D.C. as the nation's capital. 5. identify the borders of the United States (land and water).
E. Understand the role of important events in history	1. explain causes and consequences of specific historical events (8.01). 2. identify major individuals, events, and characteristics of past periods of American history (8.09). 3. identify major United States documents and ideas they contain (Constitution, Declaration of Independence and Preamble). 4. identify major national and world historical figures and their impact on historical events. 5. recognize that symbols and songs represent beliefs about our country. 6. recognize time concepts such as past, present, and future.
F. Understand the role of important events in local history	1. identify individuals and groups who have significantly affected lives in Tallahassee and describe their influence upon the community.

2. identify the Apalachee Indians as the tribe that inhabited the area surrounding Tallahassee.
3. identify Ponce de Leon as the explorer who discovered Florida and for whom Leon County is named.
4. trace events which show how Tallahassee became the capital of Florida.
5. examine various historical landmarks of Tallahassee.
6. identify the current officials of Tallahassee and Leon County.
7. construct a timeline of Tallahassee history from prehistoric days to the present.
8. identify the importance of major historical figures from a variety of ethnic groups within the community.

G. Demonstrate knowledge of Florida

1. identify Florida on a United States map.
2. recognize an outline map of the state of Florida.
3. identify the borders of Florida (land and water).
4. identify Tallahassee and other major cities on a map of Florida.
5. explain the significance of geography on the development of Florida (8.11).
6. identify the climate of Florida.
7. identify the major industries of Florida (farming, fishing, tourism, forestry, mining, aerospace).
8. identify the major natural resources of Florida (Phosphate, water, forests, climate).
9. identify major Florida tourist attractions.
10. identify citrus as the major agricultural crop of Florida.
11. identify Ponce de Leon as the explorer who discovered Florida.
12. identify Tallahassee as the capital of Florida.

13. identify the current governor of Florida.

14. identify the current state officials of Florida.

15. identify the five sovereign nations whose flags have flown over Florida (Spain, France, Great Britain, the Confederate States of America and the United States of America).

16. identify the emblems of Florida.

17. identify St. Augustine as the oldest mission in the United States.

Language Arts

The learner will demonstrate the ability to apply the skills of reading, speaking, listening, and observing to meet the needs of everyday living.

Instructional Goal	Life Skills
A. Demonstrate readiness skills	1. use left to right eye movement (1.01). 2. recognize likeness and differences (1.02). 3. orally identify pictured objects (1.03). 4. identify the letters of the alphabet (1.04). 5. listen and join in classroom discussion (1.05). 6. listen and follow simple directions (1.06). 7. listen to songs, poems or stories.
B. Demonstrate knowledge of a basic vocabulary as determined by a specific word list	1. identify frequently used words on sight (1.07). 2. identify the meanings of frequently used words presented in context (1.08).
C. Recognize sounds and their association with letters	1. identify initial sounds (1.09). 2. identify single vowels, vowel combinations, and vowel-consonant variations (1.10). 3. identify single consonant sounds (1.11). 4. identify consonant blends and digraphs (1.12). 5. use correct punctuation in oral reading (1.13). 6. demonstrate knowledge of syllabication and dictionary pronunciation (1.14).
D. Will determine word meaning from a knowledge of words or word parts as used in a given context	1. identify the meaning of words and prefixes. (1.15).

2. identify the meaning of words with suffixes (1.16).
3. identify the meanings of contractions (1.17).
4. identify and select inflected words in a given context (1.18).
5. identify the meaning of plural nouns (1.19).
6. identify the meaning of verbs denoting the past, present, or future (1.20).
7. identify the meanings of compound words (1.21).
8. identify the meanings of abbreviations (1.22).
9. determine the meaning of a sentence which contains negative words (1.23).
10. identify the meaning of comparative and superlative forms of adjectives and comparative forms of adverbs (1.24).
11. demonstrate an understanding of synonyms.
12. demonstrate an understanding of antonyms.
13. demonstrate an understanding of homonyms.
14. demonstrate an understanding of idioms.

E. Demonstrate literal comprehension skills by responding to oral or written questions about reading selections

1. determine the main idea of a paragraph (1.25).
2. answer "who" questions about sentences or paragraphs (1.26).
3. answer "what" questions about sentences or paragraphs (1.27).
4. answer "where" questions about sentences or paragraphs (1.28).
5. answer "when" questions about sentences or paragraphs (1.29).
6. answer "which" questions about sentences or paragraphs (1.30).
7. answer "how" questions about sentences or paragraphs (1.31).
8. identify the order of events in a paragraph (1.32).

9. identify the cause or effect implied in a paragraph (1.33).
10. follow written/oral directions (1.34).

F. Demonstrate inferential comprehension skills

1. identify the meanings of words in context using example clues (1.35).
2. identify the meanings of words in context using direct explanation clues (1.36).
3. identify the meanings of words in context using synonym clues (1.37).
4. identify the meanings of words in context using comparison and contrast clues (1.38).
5. identify the pronoun referent in a sentence or paragraph (1.39).
6. identify the main idea implied in a paragraph (1.40).
7. identify the cause or effect implied in a paragraph (1.41).
8. identify an appropriate conclusion or generalization for a paragraph (1.42).

G. Demonstrate evaluative comprehension skills

1. distinguish between real and unreal actions or events in a paragraph (1.43).
2. distinguish between fact and opinions in a paragraph (1.44).

H. Demonstrate appropriate skills for obtaining information

1. place words in alphabetical order (1.45).
2. obtain appropriate information from commonly used forms (1.49).
3. identify the appropriate information using the newspaper as a resource (1.50).
4. identify necessary information from prescription bottles.
5. obtain appropriate information from utility bills or other personal bills or statements.
6. obtain appropriate information from labels.

Life Science

The learner will demonstrate an understanding of and apply basic life science concepts and facts.

Instructional Goal	Life Skills
A. Demonstrate a knowledge of the requirements necessary for life	1. list requirements necessary for life (4.01). 2. contrast characteristics of living and non-living things (4.02). 3. identify the chemical elements commonly found in living organisms (carbon, hydrogen, oxygen and nitrogen) (4.03). 4. select examples of how living things grow and change (4.10).
B. Demonstrate knowledge of plants and requirements necessary for life	1. classify selected groups of living things as plants and animals (4.04). 2. recognize the major physical differences between plants and animals (4.05). 3. identify environmental conditions necessary for plant growth (4.06). 4. identify the stages of growth of a plant as a seed, seedling and mature plant (4.07). 5. identify the function of each plant part (root, stem and leaf) (4.08). 6. identify the uses of plants other than for food (4.09). 7. identify changes in the environment that can affect plant growth (4.11). 8. classify common foods obtained from plants as roots, stems, leaves or fruits (4.12).
C. Demonstrate knowledge of animal and insect life and the requirements necessary to support life	1. identify common animals with their natural environment (4.13). 2. state that animals require oxygen and give off carbon dioxide (4.14).

3. explain the positive and negative effects of an animal's environment on its survival (4.15).
4. describe the useful and harmful effects of insects.

D. Demonstrate knowledge of the human body systems

1. identify the functions of the skeletal system.
2. identify parts of the skeletal system.
3. identify the function of the muscular system as it relates to the skeletal system.
4. define the two types of muscles (voluntary, involuntary) and give examples of each.
5. list requirements necessary for life.
6. state that cells use food and oxygen to produce energy for movement.
7. identify the major organs of each body system in the human body.
8. identify the general functions of the major organs and systems of the human body.
9. operationally define cells, tissues, organs and systems.
10. identify and differentiate among the various body tissues: skin, blood, muscle, bone and nerve.
11. identify the relationship between heredity and the uniqueness of individual development.

Math

The learner will demonstrate the ability to compute and to use mathematical concepts to solve problems encountered in daily living.

Instructional Goal	Life Skills
A. Read and write numerals	1. identify numerals zero to 100 (3.01). 2. count the number of objects in a set of less than 100 objects (3.02). 3. read and write the numerals for any given whole number less than 100 (3.03). 4. read and write names for whole numbers less than 100 (3.04). 5. count the number of objects in a set of less than 1,000 objects (3.05). 6. read and write the numerals for any given whole number less than 10,000 (3.06). 7. read and write names for numerals for any given whole number less than 10,000 (3.07). 8. read and write, in numeral, money values through five dollars (3.08). 9. read and write money values through $1,000 (3.11). 10. read and write names for 3-digit whole numbers (3.12).
B. Demonstrate the ability to round numbers	1. estimate by first rounding to the nearest ten, hundred or thousand (3.17).
C. Demonstrate the ability to put numbers in order	1. identify the smaller or larger of any two given whole numbers less than 20 (3.18). 2. write the numeral that comes just before, just after, or between given whole numbers less than 100 (3.19). 3. using a reference point, identify the ordinal position of any object in a set of no more than ten objects (3.20).

D.	**Demonstrate the ability to add whole numbers**	1. add two 1-digit numbers (basic facts) given in vertical and horizontal notation (3.24). 2. add three 1-digit numbers, sums through 18, given in vertical and horizontal notation (3.25). 3. add a 2-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation (3.26). 4. add a 1-digit number to a 2-digit number, without regrouping (3.27). 5. add three or four 3-digit numbers, given in vertical and horizontal notation, without regrouping (3.28). 6. add a 1, 2, or 3-digit number to a 3-digit number (3.29). 7. add four 3-digit numbers, given in vertical and horizontal notation, with regrouping (3.30). 8. add three 4-digit numbers (3.31).
E.	**Demonstrate the ability to subtract whole numbers**	1. subtract basic facts, sums through 18, given in vertical and horizontal notation (3.32). 2. subtract a 1-digit number from a 2-digit number, with and without regrouping, given in vertical and horizontal notation (3.33). 3. subtract two 2-digit numbers, with and without regrouping, given in vertical and horizontal notation (3.34). 4. subtract two 3-digit numbers, given in vertical and horizontal notation, with only one regrouping (3.35). 5. subtract two 4-digit numbers, given in vertical and horizontal notation, without regrouping (3.36). 6. subtract two 4-digit numbers, given in vertical and horizontal notation, with only one regrouping (3.37). 7. subtract two 5-digit numbers (3.38).
F.	**Demonstrate the ability to multiply whole numbers**	1. determine the whole number of objects when given sets of equal amounts, total not exceeding 12 (3.39).

2. express basic multiplication facts, given in vertical and horizontal notation, products through 81 (3.40).

3. multiply a 1-digit and a 2 or 3-digit number, given in vertical and horizontal notation (3.42).

G. Demonstrate the ability to divide whole numbers

1. group twelve or fewer objects into sets of equal amounts (no remainders) (3.43).

2. express basic division facts, products through 81, using both symbols (3.44).

3. divide a 2 or 3-digit number by a 1-digit number with remainder zero, without regrouping (3.45).

H. Demonstrate an understanding of fractions and percents

1. identify one-half, one-third, or one-fourth of a given region (3.48).

2. identify equivalent fractional parts of regions that have been separated into halves, fourths, fifths, eighths, or tenths (3.49).

3. identify one-half, one-third, or one-fourth of a set having no more than 12 objects, with no remainder (3.50).

4. find the percentage of a whole number (25% of $10.00).

5. understand the fractional equivalent of common percentages (1/4 = 25%, 1/2 - 50%).

I. Demonstrate an ability to measure time temperature, distance and capacity

1. state the days of the week in consecutive order (3.63).

2. state the months of the year in consecutive order (3.64).

3. state the date by month, day and year, using a calendar (3.65).

4. point to a day, week or month on a calendar.

5. identify number of days in a week, weeks in a month, and months in a year.

6. identify day and night (a.m./p.m.).

7. select a clock which matches a given hour or half-hour time (3.66).
8. tell time on the hour, half-hour, quarter-hour, and in minutes (3.67).
9. determine the temperature using Fahrenheit or Celsius thermometers (3.68).
10. identify the purpose of a temperature scale.
11. identify a ruler and state its purpose.
12. measure with a ruler to the nearest inch, half-inch, and quarter-inch.
13. determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, metric cups and liters (3.71).

J. Demonstrate the ability to solve money problems

1. identify coins and currency of different value (3.73).
2. identify sets of coins equivalent in value to a set of coins, valued 25 cents or less (3.74).
3. determine equivalent amounts of up to five dollars using coins and paper currency (3.75).
4. determine change from one dollar (3.76).
5. read and write numerals for money (values through five dollars) (3.77).
6. determine equivalent amounts of up to twenty dollars using coins and paper currency (3.78).
7. use addition, without regrouping, to solve real world problems involving two purchases totaling no more than 50 cents (3.79).
8. solve real world problems involving purchases with change from a twenty dollar bill (3.80).
9. solve real world problems involving comparison shopping for purchases less than ten dollars (3.81).

K. Demonstrate the ability to solve real world problems involving whole numbers

1. solve real world problems involving addition of two 1-digit or two 2-digit numbers, without regrouping (3.87).

2. solve real world problems involving subtraction of two 1-digit or two 2-digit numbers, without regrouping (3.88).

3. solve real world problems involving addition of three 3-digit numbers, with no more than one regrouping (3.89).

4. solve real world problems involving two steps and a variety of operations.

5. solve real world problems involving three steps and a variety of operations.

L. Demonstrate the ability to solve measurement problems

1. determine the elapsed time between two events stated in days, months, or years with regrouping (3.98).

2. solve capacity problems with liters, cups, pints or quarts, using addition or subtraction, with no conversion (3.101).

Physical/Earth/Space Science

The learner will demonstrate an understanding of and apply basic physical, earth and space science concepts and facts.

Instructional Goal	Life Skills
A. Understand the importance of water	1. identify sources of water (6.01). 2. identify the major uses of water (6.02). 3. recognize that the majority of the earth's surface is water (6.03). 4. recognize the effects of erosion (6.04). 5. identify properties of air and water (5.01).
B. Understand weather and the factors affecting weather	1. recognize that the forces of weather change the earth's surface (6.05). 2. identify the differences between tornadoes and hurricanes (6.06). 3. identify factors that determine weather (6.13). 4. demonstrate ability to track hurricanes on a map or chart (6.14). 5. explain why afternoon thunderstorms are common in Florida (6.15). 6. identify seasons of the year.
C. Identify natural resources and understand their importance	1. identify renewable and non-renewable natural resources (6.11). 2. identify natural resources found in the ocean (6.12). 3. identify natural resources used to generate energy (6.10). 4. assess the importance of natural resources in Florida.

	5. identify the effect of resources on the development of an area. 6. understand the importance of conservation of natural resources.
D. Understand the concept of electricity	1. recognize that electric current can make heat and light (5.03). 2. distinguish between conductors and non-conductors of electricity (5.04). 3. identify current day usage of electricity.
E. Understand the concept of energy and matter in everyday life	1. identify and classify matter as solid, liquid or gas (5.02). 2. identify how temperature change affects the state of matter (5.05). 3. identify simple machines used to make work easier (lever, incline plane, pulley and wedge) (5.06). 4. use a thermometer to determine the temperature of a liquid (5.08). 5. identify the freezing and the boiling point of water on the Celsius and Fahrenheit temperature scale (5.09). 6. describe how heat influences our everyday lives (i.e., food, cooking, refrigeration, heat, air conditioning and weather) (5.10). 7. illustrate the reduction of heat loss by insulating materials (5.11).
F. Understand the solar and lunar influence on earth	1. identify relationships between the sun, moon and earth (6.07). 2. recognize the sun as the principal source of energy (6.08). 3. recognize the relationship between earth and sun in terms of time (day and year) (6.09).

Educational Plans

The purpose of an Individual Educational Plan (IEP) or a Group Educational Plan (GEP) is to provide a written statement of the senior adult learner's needs and the plan to meet those needs. An educational plan requires a teacher to set goals for the learner. In order to develop an IEP or GEP, a teacher must give thought to the present functioning level of a learner and what goals the teacher would like for the learner to achieve.

The Life Skills Curriculum has provided an Implementation Plan for each subject area of the curriculum. The Implementation Plan allows a teacher to select individual skills on which to work with the senior adult learner. This provides direction in planning for daily activities.

Utilization of Educational Plans

The first step in utilizing the planning tools is to select which type of plan is appropriate for the learner(s) in the class. Once that determination is made, the following steps should be taken:

Individual Educational Plan/Implementation Plan

- Complete the information on the IEP
- Select the subject area the learner needs to study and the subject area Implementation Plan.
- Determine which individual life skills the learner will study. Write the date the skill was introduced in the appropriate column. After evaluation, the progress and date should be noted. The learner should be evaluated, at minimum, when semesters change and preferably as individual skills are achieved.
- The IEP will only need to be completed once, as it provides entry and exit dates from the program.
- The Implementation Plan should be representative of the skills the learner has been introduced to and achieved. It should be an ongoing record of the learner's achievements.
- The Individual Educational Plans and Implementation Plans may be kept in individual folders or in a notebook for easy accessibility by the teacher.
- Learner confidentiality should always be observed.

Group Education Plan

- List the names of the learners.
- Select a life skill from the curriculum and note it by "Instructional Goal/Life Skill".
- If the GEP is used, a GEP form should be completed for each skill the class is studying.
- Write the date the skill was introduced in the appropriate space. After the evaluation, the progress and date should be noted. The learners should be evaluated, at minimum, when semesters change and preferably as individual skills are achieved.
- Learner confidentiality should always be observed.

Individual Educational Plan

Student _____ Site _____

Date of Birth _____

Teacher _____ Entry Date _____ Exit Date _____

Special Considerations _____

_____

Annual Goal: The learner will utilize appropriate resources to develop life skills.

Criterion for mastery: Successful participation in scheduled activities and assignments.

Assessment Procedures: Teacher Observation and Evaluation, Learner Self-Evaluation, Class Participation.

Present Level: Functioning below eighth grade level.

Instructional Goal/Life Skill: See Implementation Sheet

Comments:

Group Educational Plan

Class _____ Site _____

Teacher _____ Initiation Date _____ Completion Date _____

Special Considerations _____

_____

Annual Goal: The learner will utilize appropriate resources to develop life skills.

Criterion for mastery: Successful participation in schedule activities and assignments.

Assessment Procedures: Teacher Observation and Evaluation, Learner Self-Evaluation, Class Participation.

Present Level: Functioning below eighth grade level.

Course Outcome/Instructional Goal/Life Skill:

Name	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results

Comments:

Key to Results: M = Mastery P = Partial Mastery O = Maintained R = Regressed

Name _____ Site _____ Teacher _____
Year _____

Life Skills - Implementation Plan

Consumer Education

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Understand and use the principles of comparison shopping									
1. identify wise buying practices, such as: comparing prices; reading labels; and utilizing coupons, rebates and specials.									
2. distinguish between comparison shopping and impulse buying.									
3. identify some benefits of comparison shopping.									
4. apply principles of comparison shopping in the selection of goods and services (9.02).									
5. demonstrate an understanding of methods and procedures used to purchase goods and services (9.03).									
6. use weights, measures and measurement scales.									
B. Understand the purpose and coverage of different kinds of insurance									
1. demonstrate an understanding of the principles involved in the purchase of automobile, home-owner's and life insurance (9.10).									
2. explain the purpose of insurance.									
3. explain the terminology related to various types of insurance.									
4. demonstrate an understanding of medical insurance terms.									
C. Understand rights and responsibilities as a consumer									
1. demonstrate an understanding of consumer protection laws and resources (9.06).									
2. demonstrate an understanding of guarantees, warranties, and the right to redress (9.11).									
3. define one's rights as a consumer.									
4. describe procedures that a consumer must follow when his rights have been violated.									
D. Indicate an understanding of important factors relating to housing									
1. demonstrate an understanding of methods and procedures to obtain housing services and related maintenance (9.04).									
2. list the factors which should be considered before making a decision to rent or buy a home or apartment.									

M = Mastery P = Partial Mastery O = Maintained R = Regressed

Consumer Education (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
3. identify one's housing needs.									
E. Understand the value and use of credit and budgeting									
1. identify sources of credit.									
2. recognize late penalties exist.									
3. define the Truth-in-Lending law.									
4. describe how to apply for credit.									
5. describe how to establish credit.									
6. define budget as a plan for the use of money, time and other resources.									
7. describe the purposes of budgeting.									
8. apply principles of budgeting in the management of money (9.05).									
9. list or verbalize services of financial institutions.									
10. use banking and financial services in the community (9.08).									
F. Understand the purchase and maintenance of personal items									
1. demonstrate an understanding of procedures for the care, use, and maintenance of personal items (9.07).									
2. demonstrate an understanding of methods and procedures for the purchase and maintenance of an automobile (9.09).									
3. name some methods of economic exchange (goods for goods, goods for services, services for services, and goods for money).									
G. Identify various forms of consumer fraud									
1. distinguish between legitimate and fraudulent telephone solicitations.									
2. distinguish between legitimate and fraudulent personal solicitations.									
3. distinguish between legitimate and fraudulent television and mail solicitations.									
4. demonstrate knowledge which will assist older persons in recognizing and avoiding consumer fraud and swindling schemes often aimed at the elderly (ALS 2.12).									
H. Demonstrate correct use of the telephone									
1. read or match numbers zero through nine on the telephone dial.									
2. recite own phone number from memory.									

M = Mastery P = Partial Mastery O = Maintained R = Regressed

Consumer Education (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
3. dial a number on a variety of phone styles.									
4. place a call.									
5. orally repeat and/or dial the emergency 911 number and state reasons for using the number.									
6. take and relay a message.									
7. verbalize reasons and demonstrate procedure for calling the operator.									
8. verbalize reasons and demonstrate procedure for calling directory assistance.									
9. verbalize or demonstrate procedure for making a long distance call.									

Comments:

M = Mastery P = Partial Mastery O = Maintained R = Regressed

Name _____ Site _____ Teacher _____

Year _____

Life Skills - Implementation Plan

Coping Skills

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Demonstrate an understanding of the changing behaviors of people as they grow older									
1. list emotional reactions in adults and how they affect mental and physical health (ALS 3.05)									
2. identify how stress affects the older person (ALS 3.06).									
3. identify later life changes in personality, self-concept and esteem and the implications of each (ALS 3.07).									
4. recognize life review as a process needed to complete the last developmental stage of life (ALS 3.08).									
5. identify social needs of older adults.									
6. identify psychological needs of older adults.									
7. demonstrate knowledge of the physical and emotional changes commonly occurring during later life stages (ALS 1.07).									
8. identify techniques for managing stress and time (7.08).									
B. Recognize factors influencing one's self and the ability to interact with others									
1. identify skills for self-awareness, self-acceptance and self-improvement (7.05).									
2. demonstrate skills necessary for the enhancement of interpersonal relationships (7.06).									
3. enhance self-esteem and generate a positive self-image.									
4. cultivate satisfactory and ongoing relationships.									
5. recognize that family relationships can influence one's sense of self and others.									
6. recognize that life experiences can influence one's sense of self and others.									
7. discuss the term "values".									
8. identify personal values.									
9. describe one's own feelings and moods.									
10. express feelings in an acceptable manner.									
11. distinguish between individual values and societal values.									

M = Mastery P = Partial Mastery O = Maintained R = Regressed

Coping Skills (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
12. recognize that individual values can influence one's sense of self and others.									
13. recognize that societal values can influence one's sense of self and others.									
14. give examples of potential areas of conflict between individual and societal values and how such conflict might be resolved.									
15. distinguish between beliefs, attitudes and values.									
16. identify the origin of one's strongest beliefs and attitudes.									
17. recognize beliefs as affecting self-identity.									
18. recognize attitudes as affecting self-identity.									
19. recognize how acceptance of personal responsibility enhances independent living.									
20. define the purpose of good communication.									
21. distinguish verbal from non-verbal communication.									
22. give examples of non-verbal communication.									
23. identify personal anxieties and defenses as a barrier to effective communications.									
24. identify judgmental attitudes as a barrier to effective communications.									
25. identify stress as a barrier to effective communication.									
26. recognize opportunities to develop companionships.									
27. describe how courtesy, helpfulness and acceptance can enhance personal relationships.									
28. demonstrate an understanding of the family as an institution and the responsibility and interactions of the various members (8.18).									
29. make attempts at an activity before giving up.									
30. decrease solitary and withdrawn activities.									
31. accept and adjust to decisions made by peer group or persons in authority.									
32. accept assistance or assist others in need of help.									
33. acknowledge verbally or gesturally when name is called.									
34. identify personal values and opinions.									
35. identify personal characteristics.									

M = Mastery P = Partial Mastery O = Maintained R = Regressed

Coping Skills (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
36. initiate social interaction with peers.									
37. verbalize others' names when interacting.									
38. introduce self and others.									
C. Examine the effects of institutionalization and ways to cope with the adverse effects									
1. describe the effects of isolation.									
2. discuss the effects of dependency on the ability to control one's destiny.									
3. describe the impact felt by the loss of the family support system.									
4. list community support systems for institutionalized older adults.									
5. describe ways of enriching the environment in an institution.									
6. utilize support groups and group interaction to enhance an optimistic attitude.									
7. discuss activity versus inactivity as a coping skill.									
8. describe how pictures of family and personal belongings can enhance living quarters.									
D. React and respond to significant events in the immediate environment and surrounding community									
1. establish time and space awareness.									
2. tell what day and time it is.									
3. describe the immediate surroundings.									
4. discuss relevant current events occurring in the community.									
5. discuss major national and global events presently occurring.									
6. listen and join in classroom discussions (1.05).									
7. listen and follow simple directions (1.06).									
8. distinguish between real and unreal actions or events.									
9. distinguish between fact and opinions.									
10. relate or discuss past events accurately.									
11. verbalize, read or write the current date.									
12. point to a day, week and month on a current calendar.									

M = Mastery P = Partial Mastery O = Maintained R = Regressed

Coping Skills (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
13. locate holidays on the calendar.									
14. discuss the history and origin of holidays.									
E. Develop skills for coping with death and dying									
1. be knowledgeable about ways of handling death and dying in modern society (ALS 1.09).									
2. be cognizant of specific emotional needs of the dying patient (ALS 1.10).									
3. understand the function of grief and bereavement (ALS 1.11).									

Comments:

M = Mastery P = Partial Mastery O = Maintained R = Regressed

Name _____ Site _____ Teacher _____

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Life Skills - Implementation Plan

Creative Living

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Understand the aging process as a normal event that offers potential for personal growth									
1. understand memory and learning as it relates to an older person's ability to learn.									
2. appraise the potential of older persons for continued growth.									
3. discuss physical changes that accompany chronological age.									
4. describe how technological innovations compensate for loss of hearing, vision impairment and loss of mobility.									
5. explain the misunderstandings surrounding the biological aging process (ALS 1.01).									
6. explain the misunderstandings of how and why age discrimination continues to exist in contemporary American society (ALS 1.03).									
7. demonstrate knowledge regarding the common sociological myths and stereotypes surrounding older people (ALS 1.04).									
8. be cognizant of the myths and stereotypes of sexuality in older adults (ALS 1.08).									
9. understand the physiology of aging.									
10. understand the psychological dynamics of aging.									
11. recognize that senility is not part of normal aging.									
12. recognize the individual differences in health, attitudes, stamina and background among the elderly.									
13. create methods to bring about a positive attitude regarding aging.									
B. Demonstrate how the older adult relates to society									
1. identify cultural activities which are of interest to older adults (ALS 2.91).									
2. list cultural opportunities available in the community (ALS 2.02).									
3. explore areas of cultural interest (ALS 2.03).									
4. discuss older persons who have made significant contributions to society: public servants, artists, scientist, etc.									
5. recognize learning opportunities in the community.									

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Creative Living (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
6. locate sources of entertainment in the community.									
7. locate recreation areas in the community.									
8. identify agencies that accept volunteers.									
9. identify newspapers, civic organizations, religious groups, and business or commercial institutions which affect the daily lives of older adults.									
10. prioritize the goals of older adults in one's community.									
11. identify community agencies and services, including leisure time resources and facilities (8.08).									
C. Demonstrate knowledge of the ways to safeguard self and property									
1. identify techniques to safeguard property (ALS 4.01).									
2. identify procedures to protect one's self from bodily harm (ALS 4.02).									
3. distinguish between legitimate and fraudulent telephone solicitations (ALS 4.03).									
4. distinguish between legitimate and fraudulent personal activities (4.40).									
5. distinguish between legitimate and fraudulent television, radio and mail order solicitations (ALS 4.05).									
6. demonstrate knowledge which will assist older persons in recognizing and avoiding consumer fraud and swindling schemes often aimed at the elderly (ALS 2.12).									
7. discuss the use of safety devices which will secure living quarters.									
8. identify danger signals in the home and appropriate responses.									
9. demonstrate appropriate responses to strangers.									
10. demonstrate appropriate procedures for requesting assistance in a public situation.									
11. orally repeat and/or dial the emergency 911 number and state reasons for using the number.									
12. identify the location of the nearest police and fire station.									
D. Demonstrate knowledge of social services available to older adults and how to access them									
1. list social services available to older adults (ALS 5.01).									
2. identify the location of social service agencies (ALS 5.02).									
3. identify the social service agency appropriate for specific needs of older adults (ALS 5.03).									
4. identify persons and agencies providing community living assistance.									

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Life Skills - Implementation Plan

Enrichment

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Demonstrate a knowledge and enjoyment of music									
1. read and demonstrate an understanding of relative duration of notes and rests.									
2. create short musical works.									
3. define and apply common musical terms and symbols.									
4. identify similarities and differences in music of various styles and cultures.									
5. participate in music activities through singing, playing, moving and listening.									
6. identify characteristics in music of different cultures and historical periods.									
7. identify and classify instruments and voices.									
8. study and perform simple musical pieces on an instrument.									
9. read and interpret (perform) a melodic line with voice or instruments.									
10. display an appreciation of various works through listening and/or performing.									
11. play and sing simple musical works in a performance situation.									
12. formulate critical evaluative decisions about musical performances as either a participant or as an observer.									
B. Demonstrate a knowledge and enjoyment of drama									
1. identify major historical developments in dramatic literature.									
2. identify basic knowledge of theatre operations such as: scenery construction; costuming; lighting; sound and makeup.									
3. demonstrate basic knowledge of theatrical production.									
4. critique theatrical performances.									
5. participate in dramatic activities.									
C. Demonstrate a knowledge of foreign language									
1. possess sufficient basic vocabulary and structure to comprehend others in pertinent areas including, but not limited to: greetings, social pleasantries, personal data, daily activities, news, current events, and time expressions.									

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Enrichment (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
1. possess sufficient basic vocabulary and structure to orally express him/herself in pertinent areas including, but not limited to: greetings, social pleasantries, personal data, daily activities, news, current events, and time expressions.									
D. Demonstrate a knowledge of and enjoyment of art									
1. describe the media, tools, techniques, and forming processes employed in particular art works.									
2. demonstrate proficient use of materials, tools, techniques and processes in the completion of a particular art work.									
3. identify and name art developments (schools of art or forms of expression).									
4. recognize major figures and works including architecture in the history of art and understand their significance.									
5. identify works of art including architecture that originated in particular cultures.									
6. identify and name the sensory qualities of line, value, color, texture, shape and/or form.									
7. participate in activities related to art.									

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Life Skills - Implementation Plan

Expression

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Compose grammatically correct sentences									
1. express the singular and plural forms of nouns correctly (2.06).									
2. make subjects and verbs agree (2.08).									
3. use the appropriate forms of common regular and irregular verbs (2.09).									
4. express declarative and interrogative sentences using appropriate word order (2.10).									
5. express compound declarative sentences using appropriate word order (2.11).									
B. Organize objects and information into logical groupings and orders									
1. identify pictures, shapes and colors.									
2. classify pictures and shapes under appropriate headings (2.12).									
3. arrange pictures in an appropriate sequential order (2.13).									
4. classify words, naming objects with similar characteristics, under appropriate headings (2.14).									
5. arrange events in sequential order (2.15).									
6. group words that name objects that are similar (2.16).									
7. generate headings for groups of words or phrases (2.17).									
8. write or verbalize a set of simple directions (2.18).									
9. organize information related to a single topic (2.19).									
C. Develop a paragraph expressing ideas clearly									
1. develop a paragraph giving information in support of one topic (2.20).									
2. develop a paragraph using chronological order (2.21).									
D. Will write to provide information or express ideas									
1. dictate or write a friendly letter (2.22).									
2. write a letter of request, adjustment, complaint, application or opinion giving necessary and accurate information.									

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Expression (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
3. write the current date.									
4. write first and last name.									
E. Will spell, punctuate and capitalize correctly									
1. spell months of the year, days of the week, and numbers from one to one hundred twenty-one (2.26).									
2. spell words needed in writing through grade eight (2.28).									
3. spell commonly used "consumer" words (2.29).									
4. spell commonly used "survival" words (2.30).									
5. use a period or question mark to punctuate simple declarative or interrogative sentences, respectively (2.32).									
6. use a period to complete the abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.) (2.33).									
7. use a comma between cities and states and between the day of the month and the year (2.34).									
8. use a comma after the greeting and after the closing of a friendly letter (2.35).									
9. use an apostrophe to form contractions (2.36).									
10. use a comma to separate words in a series (2.37).									
11. use a comma to set off proper nouns in direct address (2.38).									
12. use an apostrophe to show the possessive of nouns (2.39).									
13. capitalize the first letter of the first word of the sentence, the pronoun "I", and the first letters in the name of a person (2.40).									
14. capitalize a simple greeting and the first word of the closing of a letter (2.41).									
15. capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of the week, months of the year, and the names of streets, cities, states and countries (2.42).									
16. capitalize commonly used abbreviations for proper nouns (2.43).									
17. capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal title, and holidays (2.44).									
F. Develop a personal life history as a record of one's growth and experiences in life									
1. identify life stages.									

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Expression (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
2. assess the importance of life review.									
3. enhance self-esteem.									
4. develop positive reminiscence.									
5. understand the continuity of events in one's life.									
6. organize and produce an autobiography.									

Comments:

Name _____ Site _____ Teacher _____

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Life Skills - Implementation Plan

Health Education

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Identify healthy practices in self-care									
1. describe healthy oral hygiene practices.									
2. discuss body hygiene practices.									
3. practice basic grooming techniques with respect to hair, nails and attire.									
4. discuss factors that slow the aging process, such as sound nutrition, exercise and mental stimulation.									
5. identify the physiological and social implications of personal hygiene practices (7.13).									
B. Describe the relationship between sound nutrition and good health									
1. demonstrate knowledge of good nutritional principles leading to the promotion of health and weight management throughout the stages of life (7.10).									
2. identify food items.									
3. list the four basic food groups.									
4. give examples of each food group.									
5. describe the components of a good nutritional program.									
6. name six main vitamins and minerals.									
7. recognize the symptoms of specific vitamin deficiencies.									
8. revise diets to meet changing body needs.									
9. discuss the relationship between body needs and sound nutrition.									
10. understand the role of minerals and vitamins in health.									
11. list the major nutrients as proteins, carbohydrates, fats, fiber, vitamins and minerals.									
12. identify the functions of nutrients as providing energy, repairing or replacing tissue, maintaining body functions and improving emotional stability.									
13. list substances affecting functions of nutrients as caffeine, alcohol, nicotine and drugs.									
14. identify the minimum requirements of nutrients as a nutritional need of older people.									

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Health Education (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
15. identify balanced menus of the basic food groups as a nutritional need of older adults.									
16. identify dietary fiber as a nutritional need of older adults.									
17. identify sufficient calcium to prevent osteoporosis as a nutritional need of older adults.									
18. identify restricted sodium as a nutritional need of older adults.									
19. identify sufficient fluids as a nutritional need of older adults.									
20. identify less fat as a nutritional need of older adults.									
21. describe the nutritional aspects of health maintenance.									
22. understand the importance of nutrition in sustaining good health.									
C. Plan meals and buy, store and prepare food that is nutritious									
1. distinguish between food facts and fads.									
2. plan nutritious meals using the four basic food groups.									
3. create a weekly menu plan.									
4. choose nutritious food when shopping.									
5. read labels for nutritional value.									
6. identify the most nutritious ways to store food.									
7. identify the most nutritious ways to cook food.									
8. follow a recipe to complete food preparation.									
9. prepare a food item.									
10. identify healthy dining as dining sitting down, at a leisurely pace in a clean and pleasant atmosphere.									
D. Identify appropriate physical exercise for maximum body functioning									
1. describe the role of exercise in good health									
2. describe the effects of exercise on the body.									
3. assess personal capacity for physical activity.									
4. construct an appropriate personal exercise plan.									
5. recognize the relationship between exercise, nutrition and health.									

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Health Education (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
6. identify exercise as promoting proper metabolism of foods.									
7. identify exercise as promoting physical, mental, emotional and social stability.									
8. improve self-image and self-esteem through exercise.									
9. describe exercises, such as chair and bed exercises, for physically impaired persons.									
10. practice chair and bed exercises.									
11. relax and relieve tension through exercise.									
12. tone and strengthen muscle groups.									
13. improve circulation through exercise.									
14. improve pulmonary capacity through exercise.									
15. increase physical flexibility through exercise.									
16. control weight through exercise.									
17. increase stamina through exercise.									
18. practice correct breathing while exercising.									
19. practice correct body alignment while exercising.									
20. recognize the necessity of modifying exercises for wheel-chair bound and for individua needs.									
E. Identify safe practices in using medication for health maintenance									
1. demonstrate an understanding of how to select and use medications (7.03).									
2. understand the physical, mental, social, emotional, economic and legal consequences of drug use (7.07).									
3. list medications for most common ailments.									
4. describe the effects of specific medication.									
5. explain and describe the possible side effects of specific medication.									
6. read and understand prescriptions by dialoguing with the pharmacist or doctor.									
7. recognize the dangers of combining medications.									
8. keep a record of medications and dates taken.									

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Health Education (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
9. understand the significance of a doctor being aware of all medications that are being taken, both prescription and non-prescription.									
10. discuss the role of medications in health maintenance.									
F. Demonstrate knowledge of disease and disease prevention									
1. identify common ailments and seek appropriate medical assistance (7.01).									
2. identify the causes, effects, symptoms and methods of preventing and controlling major diseases and disorders (7.02).									
3. review alternative ways of dealing with common health problems of older adults (ALS 3.04).									
4. demonstrate an understanding of common problems of older adults (ALS 3.03).									
5. demonstrate knowledge which will assist the older person to recognize and identify the common degenerative conditions associated with increased aging (ALS 3.02).									
6. identify methods of achieving and maintaining a level of wellness which will allow the older adult to remain independent and function at optimal level (ALS 3.01).									
7. discuss the myth of senility (that all older adults are senile).									
8. discuss Alzheimer's Disease.									
G. Demonstrate knowledge of issues related to health care for older adults									
1. identify medical and dental forms and related information (7.02).									
2. identify the roles and services of local health agencies in the community (7.09).									
3. identify cooperative efforts which can promote a higher level of health and environmental quality within a community (7.11).									
4. name different types of doctors and services they provide.									
5. identify a personal physician.									
6. make an appointment with a physician, dentist or eye doctor on a yearly basis or as needed.									

Comments:

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Life Skills - Implementation Plan

History/Social Science

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Understand the structure of government									
1. demonstrate an understanding of the structure and function of government at all levels of American political life (8.13).									
2. explain that the purpose of government is to protect people and maintain order.									
3. name the three branches of government -- executive, legislative and judicial.									
4. define democracy as a government run by the people.									
5. define law as a set of rules which the government enforces through its police, courts and other agencies.									
6. explain reasons for the existence of governments and laws.									
7. demonstrate an understanding of the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice (8.16).									
8. identify the current President of the United States by name.									
9. identify the current elected and appointed federal officials.									
B. Demonstrate an understanding of citizen's rights, privileges and responsibilities									
1. demonstrate an understanding of a citizen's rights and responsibilities (8.04).									
2. contrast what it means to be a citizen in the United States with what it means in an authoritarian society (8.05).									
3. demonstrate an understanding of the concept of taxation (8.06).									
4. demonstrate an understanding of the importance of participation in community service, civic improvement and political activities (8.15).									
5. demonstrate an understanding of the nature and consequences of crime (8.17).									
6. identify and illustrate ways in which the rights and privileges associated with being a citizen may be facilitated through advocacy (ALS 2.07).									
7. identify information on the form and content of legal documents (ALS 2.08).									
8. identify voting as a technique to achieve goals.									
9. identify special delegations or private organizations that deal with senior citizens interests and may have an impact on government.									

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History/Social Science (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
10. define patriotism, list examples of patriotism and discuss why patriotism is important to a nation.									
11. state two ways leaders are selected (voting, appointment).									
C. Understand the geographical and cultural concepts of the world									
1. interpret information from charts, maps, globes and graphs (8.02).									
2. explain how the lifestyles of different cultures have different impacts upon the environment (8.03).									
3. locate and identify the continents and major countries of the world (8.12).									
4. utilize the appropriate vocabulary, geographical, reference/study, critical thinking and decision-making skills (8.14).									
5. develop maps of local geographic regions.									
6. construct simple maps.									
7. identify the four oceans.									
8. state the purpose of a map key or legend.									
9. use a legend to interpret information on a map.									
10. describe contributions of people, from a variety of ethnic and cultural groups, in the fields of education, human rights, science, music, art, sports, business, politics, architecture, etc.									
11. identify the definition of a continent, mountain, peninsula, island, ocean and river.									
12. identify cardinal directions on a map (N, S, E, W).									
13. identify the major types of climates.									
14. state that people in different countries speak different languages.									
D. Understand the geographical and cultural concepts of the United States									
1. demonstrate an understanding of the uniqueness of the American people as a synthesis of different cultures (8.10).									
2. identify states of the United States and the state's capital and emblems.									
3. recognize an outline map of the United States.									
4. identify Washington, D.C. as the nation's capital.									
5. identify the borders of the United States (land and water).									

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History/Social Science (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
E. Understand the role of important events in history									
1. explain causes and consequences of specific historical events (8.01).									
2. identify major individuals, events, and characteristics of past periods of American history (8.09).									
3. identify major United States documents and ideas they contain (Constitution, Declaration of Independence and Preamble).									
4. identify major national and world historical figures and their impact on historical events.									
5. recognize that symbols and songs represent beliefs about our country.									
6. recognize time concepts such as past, present, and future.									
F. Understand the role of important events in local history									
1. identify individuals and groups who have significantly affected lives in Tallahassee and describe their influence upon the community.									
2. identify the Apalachee Indians as the tribe that inhabited the area surrounding Tallahassee.									
3. identify Ponce de Leon as the explorer who discovered Florida and for whom Leon County is named.									
4. trace events which show how Tallahassee became the capital of Florida.									
5. examine various historical landmarks of Tallahassee.									
6. identify the current officials of Tallahassee and Leon County.									
7. construct a timeline of Tallahassee history from prehistoric days to the present.									
8. identify the importance of major historical figures from a variety of ethnic groups within the community.									
G. Demonstrate knowledge of Florida									
1. identify Florida on a United States map.									
2. recognize an outline map of the state of Florida.									
3. identify the borders of Florida (land and water).									
4. identify Tallahassee and other major cities on a map of Florida.									
5. explain the significance of geography on the development of Florida (8.11).									
6. identify the climate of Florida.									

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History/Social Science (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
7. identify the major industries of Florida (farming, fishing, tourism, forestry, mining, aerospace).									
8. identify the major natural resources of Florida (Phosphate, water, forests, climate).									
9. identify major Florida tourist attractions.									
10. identify citrus as the major agricultural crop of Florida.									
11. identify Ponce de Leon as the explorer who discovered Florida.									
12. identify Tallahassee as the capital of Florida.									
13. identify the current governor of Florida.									
14. identify the current state officials of Florida.									
15. identify the five sovereign nations whose flags have flown over Florida (Spain, France, Great Britain, the Confederate States of America and the United States of America).									
16. identify the emblems of Florida.									
17. identify St. Augustine as the oldest mission in the United States.									

Comments:

Name _____ Site _____ Teacher _____

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Life Skills - Implementation Plan

Language Arts

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Demonstrate readiness skills									
1. use left to right eye movement (1.01).									
2. recognize likeness and differences (1.02).									
3. orally identify pictured objects (1.03).									
4. identify the letters of the alphabet (1.04).									
5. listen and join in classroom discussion (1.05).									
6. listen and follow simple directions (1.06).									
7. listen to songs, poems or stories.									
B. Demonstrate knowledge of a basic vocabulary as determined by a specific word list									
1. identify frequently used words on sight (1.07).									
2. identify the meanings of frequently used words presented in context (1.08).									
C. Recognize sounds and their association with letters									
1. identify initial sounds (1.09).									
2. identify single vowels, vowel combinations, and vowel-consonant variations (1.10).									
3. identify single consonant sounds (1.11).									
4. identify consonant blends and digraphs (1.12).									
5. use correct punctuation in oral reading (1.13).									
6. demonstrate knowledge of syllabication and dictionary pronunciation (1.14).									
D. Will determine word meaning from a knowledge of words or word parts as used in a given context									
1. identify the meaning of words and prefixes (1.15).									
2. identify the meaning of words with suffixes (1.16).									
3. identify the meanings of contractions (1.17).									

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Language Arts (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
4. identify and select inflected words in a given context (1.18).									
5. identify the meaning of plural nouns (1.19).									
6. identify the meaning of verbs denoting the past, present, or future (1.20).									
7. identify the meanings of compound words (1.21).									
8. identify the meanings of abbreviations (1.22).									
9. determine the meaning of a sentence which contains negative words (1.23).									
10. identify the meaning of comparative and superlative forms of adjectives and comparative forms of adverbs (1.24).									
11. demonstrate an understanding of synonyms.									
12. demonstrate an understanding of antonyms.									
13. demonstrate an understanding of homonyms.									
14. demonstrate an understanding of idioms.									
E. Demonstrate literal comprehension skills by responding to oral or written questions about reading selections									
1. determine the main idea of a paragraph (1.25).									
2. answer "who" questions about sentences or paragraphs (1.26).									
3. answer "what" questions about sentences or paragraphs (1.27).									
4. answer "where" questions about sentences or paragraphs (1.28).									
5. answer "when" questions about sentences or paragraphs (1.29).									
6. answer "which" questions about sentences or paragraphs (1.30).									
7. answer "how" questions about sentences or paragraphs (1.31).									
8. identify the order of events in a paragraph (1.32).									
9. identify the cause or effect implied in a paragraph (1.33).									
10. follow written/oral directions (1.34).									
F. Demonstrate inferential comprehension skill									
1. identify the meanings of words in context using example clues (1.35).									

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Language Arts (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
2. identify the meanings of words in context using direct explanation clues (1.36).									
3. identify the meanings of words in context using synonym clues (1.37).									
4. identify the meanings of words in context using comparison and contrast clues (1.38).									
5. identify the pronoun referent in a sentence or paragraph (1.39).									
6. identify the main idea implied in a paragraph (1.40).									
7. identify the cause or effect implied in a paragraph (1.41).									
8. identify an appropriate conclusion or generalization for a paragraph (1.42).									
G. Demonstrate evaluative comprehension skills									
1. distinguish between real and unreal actions or events in a paragraph (1.43).									
2. distinguish between fact and opinions in a paragraph (1.44).									
H. Demonstrate appropriate skills for obtaining information									
1. place words in alphabetical order (1.45).									
2. obtain appropriate information from commonly used forms (1.49).									
3. identify the appropriate information using the newspaper as a resource (1.50).									
4. identify necessary information from prescription bottles.									
5. obtain appropriate information from utility bills or other personal bills or statements.									
6. obtain appropriate information from labels.									

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Name _____ Site _____ Teacher _____

Year _____

Life Skills - Implementation Plan

Life Science

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Demonstrate a knowledge of the requirements necessary for life									
1. list requirements necessary for life (4.01).									
2. contrast characteristics of living and non-living things (4.02).									
3. identify the chemical elements commonly found in living organisms (carbon, hydrogen, oxygen and nitrogen) (4.03).									
4. select examples of how living things grow and change (4.10).									
B. Demonstrate knowledge of plants and requirements necessary for life									
1. classify selected groups of living things as plants and animals (4.04).									
2. recognize the major physical differences between plants and animals (4.05).									
3. identify environmental conditions necessary for plant growth (4.06).									
4. identify the stages of growth of a plant as a seed, seedling and mature plant (4.07).									
5. identify the function of each plant part (root, stem and leaf) (4.08).									
6. identify the uses of plants other than for food (4.09).									
7. identify changes in the environment that can affect plant growth (4.11).									
8. classify common foods obtained from plants as roots, stems, leaves or fruits (4.12).									
C. Demonstrate knowledge of animal and insect life and the requirments necessary to support life									
1. identify common animals with their natural insect life and the requirements necessary environment (4.13).									
2. state that animals require oxygen and give off carbon dioxide (4.14).									
3. explain the positive and negative effects of an animal's environment on its survival (4.15).									
4. describe the useful and harmful effects of insects.									
D. Demonstrate knowledge of the human body systems									
1. identify the functions of the skeletal system.									
2. identify parts of the skeletal system.									

M = Mastery P = Partial Mastery O = Maintained R = Regressed

Life Science (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
3. identify the function of the muscular system as it relates to the skeletal system.									
4. define the two types of muscles (voluntary, involuntary) and give examples of each.									
5. list requirements necessary for life.									
6. state that cells use food and oxygen to produce energy for movement.									
7. identify the major organs of each body system in the human body.									
8. identify the general functions of the major organs and systems of the human body.									
9. operationally define cells, tissues, organs and systems.									
10. identify and differentiate among the various body tissues: skin, blood, muscle, bone and nerve.									
11. identify the relationship between heredity and the uniqueness of individual development.									

Comments:

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Name _____ Site _____ Teacher _____

Year _____

Life Skills - Implementation Plan

Math

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Read and write numerals									
1. identify numerals zero to 100 (3.01).									
2. count the number of objects in a set of less than 100 objects (3.02).									
3. read and write the numerals for any given whole number less than 100 (3.03).									
4. read and write names for whole numbers less than 100 (3.04).									
5. count the number of objects in a set of less than 1,000 objects (3.05).									
6. read and write the numerals for any given whole number less than 10,000 (3.06).									
7. read and write names for numerals for any given whole number less than 10,000 (3.07).									
8. read and write, in numeral, money values through five dollars (3.08).									
9. read and write money values through $1,000 (3.11).									
10. read and write names for 3-digit whole numbers (3.12).									
B. Demonstrate the ability to round numbers									
1. estimate by first rounding to the nearest ten, hundred or thousand (3.17).									
C. Demonstrate the ability to put numbers in order									
1. identify the smaller or larger of any two given whole numbers less than 20 (3.18).									
2. write the numeral that comes just before, just after, or between given whole numbers less than 100 (3.19).									
3. using a reference point, identify the ordinal position of any object in a set of no more than 10 objects (3.20).									
D. Demonstrate the ability to add whole numbers									
1. add two 1-digit numbers (basic facts) given in vertical and horizontal notation (3.24).									
2. add three 1-digit numbers, sums through 18, given in vertical and horizontal notation (3.25).									
3. add a 2-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation (3.26).									

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Math (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
4. add a 1-digit number to a 2-digit number, without regrouping (3.27).									
5. add three or four 3-digit numbers, given in vertical and horizontal notation, without regrouping (3.28).									
6. add a 1, 2, or 3-digit number to a 3-digit number (3.29).									
7. add four 3-digit numbers, given in vertical and horizontal notation, with regrouping (3.30).									
8. add three 4-digit numbers (3.31).									
E. Demonstrate the ability to subtract whole numbers									
1. subtract basic facts, sums through 18, given in vertical and horizontal notation (3.32).									
2. subtract a 1-digit number from a 2-digit number, with and without regrouping, given in vertical and horizontal notation (3.33).									
3. subtract two 2-digit numbers, with and without regrouping, given in vertical and horizontal notation (3.34).									
4. subtract two 3-digit numbers, given in vertical and horizontal notation, with only one regrouping (3.35).									
5. subtract two 4-digit numbers, given in vertical and horizontal notation, without regrouping (3.36).									
6. subtract two 4-digit numbers, given in vertical and horizontal notation, with only one regrouping (3.37).									
7. subtract two 5-digit numbers (3.38).									
F. Demonstrate the ability to multiply whole numbers									
1. determine the whole number of objects when given sets of equal amounts, total not exceeding 12 (3.39).									
2. express basic multiplication facts, given in vertical and horizontal notation, products through 81 (3.40).									
3. multiply a 1-digit and a 2 or 3-digit number, given in vertical and horizontal notation (3.42).									
G. Demonstrate the ability to divide whole numbers									
1. group twelve or fewer objects into sets of equal amounts (no remainders) (3.43).									
2. express basic division facts, products through 81, using both symbols (3.44).									
3. divide a 2 or 3-digit number by a 1-digit number with remainder zero, without regrouping (3.45).									

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Math (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
H. Demonstrate an understanding of fractions and percents									
1. identify one-half, one-third, or one-fourth of a given region (3.48).									
2. identify equivalent fractional parts of regions that have been separated into halves, fourths, fifths, eighths, or tenths (3.49).									
3. identify one-half, one-third, or one-fourth of a set having no more than 12 objects, with no remainder (3.50).									
4. find the percentage of a whole number (25% of $10.00).									
5. understand the fractional equivalent of common percentages (1/4 = 25%, 1/2 - 50%).									
I. Demonstrate an ability to measure time, temperature, distance and capacity									
1. state the days of the week in consecutive order (3.63).									
2. state the months of the year in consecutive order (3.64).									
3. state the date by month, day and year, using a calendar (3.65).									
4. point to a day, week or month on a calendar.									
5. identify number of days in a week, weeks in a month, and months in a year.									
6. identify day and night (a.m./p.m.).									
7. select a clock which matches a given hour or half-hour time (3.66).									
8. tell time on the hour, half-hour, quarter-hour, and in minutes (3.67).									
9. determine the temperature using Fahrenheit or Celsius thermometers (3.68).									
10. identify the purpose of a temperature scale.									
11. identify a ruler and state its purpose.									
12. measure with a ruler to the nearest inch, half-inch, and quarter-inch.									
13. determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, metric cups and liters (3.71).									
J. Demonstrate the ability to solve money problems									
1. identify coins and currency of different value (3.73).									
2. identify sets of coins equivalent in value to a set of coins, valued 25 cents or less (3.74).									
3. determine equivalent amounts of up to five dollars using coins and paper currency (3.75).									

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Math (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
4. determine change from one dollar (3.76).									
5. read and write numerals for money (values through five dollars) (3.77).									
6. determine equivalent amounts of up to twenty dollars using coins and paper currency (3.78).									
7. use addition, without regrouping, to solve real world problems involving two purchases totaling no more than 50 cents (3.79).									
8. solve real world problems involving purchases with change from a twenty dollar bill (3.80).									
9. solve real world problems involving comparison shopping for purchases less than ten dollars (3.81).									
K. Demonstrate the ability to solve real world problems involving whole numbers									
1. solve real world problems involving addition of two 1-digit or two 2-digit numbers, without regrouping (3.87).									
2. solve real world problems involving subtraction of two 1-digit or two 2-digit numbers, without regrouping (3.88).									
3. solve real world problems involving addition of three 3-digit numbers, with no more than one regrouping (3.89).									
4. solve real world problems involving two steps and a variety of operations.									
5. solve real world problems involving three steps and a variety of operations.									
L. Demonstrate the ability to solve measurement problems									
1. determine the elapsed time between two events stated in days, months, or years with regrouping (3.98).									
2. solve capacity problems with liters, cups, pints or quarts, using addition or subtraction, with no conversion (3.101).									

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Name _____ Site _____ Teacher _____

Year _____

Life Skills - Implementation Plan

Physical/Earth/Space Science

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
A. Understand the importance of water									
1. identify sources of water (6.01).									
2. identify the major uses of water (6.02).									
3. recognize that the majority of the earth's surface is water (6.03).									
4. recognize the effects of erosion (6.04).									
5. identify properties of air and water (5.01).									
B. Understand weather and the factors affecting weather									
1. recognize that the forces of weather change the earth's surface (6.05).									
2. identify the differences between tornadoes and hurricanes (6.06).									
3. identify factors that determine weather (6.13).									
4. demonstrate ability to track hurricanes on a map or chart (6.14).									
5. explain why afternoon thunderstorms are common in Florida (6.15).									
6. identify seasons of the year.									
C. Identify natural resources and understand their importance									
1. identify renewable and non-renewable natural resources (6.11).									
2. identify natural resources found in the ocean (6.12).									
3. identify natural resources used to generate energy (6.10).									
4. assess the importance of natural resources in Florida.									
5. identify the effect of resources on the development of an area.									
6. understand the importance of conservation of natural resources.									
D. Understand the concept of electricity									
1. recognize that electric current can make heat and light (5.03).									

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Physical/Earth/Space Science (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
2. distinguish between conductors and non-conductors of electricity (5.04).									
3. identify current day usage of electricity.									
E. Understand the concept of energy and matter in everyday life									
1. identify and classify matter as solid, liquid or gas (5.02).									
2. identify how temperature change affects the state of matter (5.05).									
3. identify simple machines used to make work easier (lever, incline plane, pulley and wedge) (5.06).									
4. use a thermometer to determine the temperature of a liquid (5.08).									
5. identify the freezing and the boiling point of water on the Celsius and Fahrenheit temperature scale (5.09).									
6. describe how heat influences our everyday lives (i.e., food, cooking, refrigeration, heat, air conditioning and weather) (5.10).									
7. illustrate the reduction of heat loss by insulating materials (5.11).									
F. Understand the solar and lunar influence on earth									
1. identify relationships between the sun, moon and earth (6.07).									
2. recognize the sun as the principal source of energy (6.08).									
3. recognize the relationship between earth and sun in terms of time (day and year) (6.09).									
G. Understand the importance of the environmental and environmental protection									
1. identify examples of air, land and water pollution (4.18).									
2. describe ways to prevent air, land and water pollution (4.19).									
3. list environmental factors which may affect the physical or emotional health of human beings.									
4. state modifications that environmental changes might cause in ways of living.									
5. determine possible consequences of environmental abuse.									

Physical/Earth/Space Science (continued)

	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results	Initiation Date	Evaluation Date	Results
6. describe the impact of various industries on the environment.									
7. identify how environment (climate, topography, natural resources) influences growth and development.									
8. evaluate the effects of change on Florida's environment.									
9. predict future environmental changes in Florida.									

Comments:

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References

The district is extremely grateful for the cooperation and assistance of those who contributed valuable resource material utilized in the development of the Life Skills Curriculum.

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"The Adult Basic Education Instructional Manual for Older Georgians", Adult Education Unit, Office of Planning and Development, Division of Educational Development, Georgia Department of Education and Gerontology Program, The University of Georgia Center for Continuing Education/Athens, 1982.

"Working With The Senior Citizen As An Adult Learner", **Sean M. Sweeney**, Specialist on Aging, Cooperative Extension Service, University of New Hampshire, 1973.

Glenn Gossett, Director, Bureau of Adult and Community Education, Louisiana Department of Education.

Resource Materials

The following is a list of materials and resources appropriate for Senior Adult Learners - Adult Basic Education.

American Association of Retired Persons

1909 K Street, N.W.
Washington, D.C. 20049

AARP is an excellent resource on a variety of subjects and issues pertinent to senior adults.

Bifolkal Productions, Inc.

911 Williamson Street
Madison, Wisconsin 53703
608/251-2818

Reminiscence materials, drama scripts, social studies materials.

Cambridge

888 Seventh Avenue
New York, New York 10106
800/221-4764

Readings in Life Science, Readings in Physical Science, Adult Literacy Series, Snapshots, Know-How Series, Communication Competencies for Adults, Follett Coping Skills Series.

Consumer Information Catalog

Consumer Information Center-G
P. O. Box 100
Pueblo, Colorado 81002

A catalog of selected federal publications of consumer interest.

Delta Systems Company, Inc.

570 Rock Road Drive, Unit H
Dundel, Illinois 60618
800/323-3270

Little Stories for Big People

EDL

P. O. Box 210726
Columbia, South Carolina 27221
800/227-1606

Content Area Reading Skills (Social Studies/Science)

Educational Design, Inc.

47 West 13 Street
New York, New York 10011
800/221-9372

Food and Nutrition, Money Math

Fearon Education

500 Harbor Boulevard
Belmont, California 94002
800/877-4283

Our Century Magazines, Your Rights and The Law, Your Government, The Lifeschool Program, Lifeschool Work Texts, Staying Healthy, First Aid and Home Safety, Medical Care, Health, The Newspaper: An Alternative Textbook.

Jamestown Publishers

P. O. Box 9168
Providence, Rhode Island 02940
800/USA-READ

Essential Skill Series, Disasters, Eccentrics, Apparitions, Heroes, Monsters, Phenomena, Sudden Twists, More Twists.

The National Council on Aging

The Literacy Education for the Elderly Project
600 Maryland Avenue, S.W.
Washington, D. C. 20024
202/479-1200

Update on Healthy Aging: Reading Materials on Health Topics for the New Reader and Tutor, Discovery Through the Humanities Program

National Dairy Council

Order Department
6300 North River Road
Rosemont, Illinois 60018-4233
312/696-1860, ext. 220

Nutrition Education materials

National Institute on Aging

2209 Distribution Circle
Silver Springs, Maryland 20910
301/495-3455

An excellent resource on information related to aging and health issues.

National Textbook Company

4255 West Touhy Avenue
Lincolnwood, Illinois 60646-1975
800/323-4900

101 American English Idioms, Vocabulary Games

New Reader's Press

Division of Laubach Literacy International
Department 60
1320 Jamesville Avenue, Box 131
Syracuse, New York 13210
800/448-8878

To the Point on Money Management, Games and Butterflies, Take Care of Millie, News For You, Getting Health Care, Help Yourself to Health, This Is Your Body, Government Today, Settlers in America, Our United States, Signs Around Town, Read The Instructions First, Caution: Fine Point Ahead, Label Talk, Crime and Law, Be Informed on Nutrition.

The Senior Consumer

508 Mayo Building
Tallahassee, FL 32399-0800
800/327-3382

The Senior Consumer is a monthly publication of The Florida Department of Agriculture and Consumer Services. There is no charge for the publication.

Steck-Vaughn Company

P. O. Box 26105
Austin, Texas 78755
800/531-5015

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QUANTITY	UNIT	DESCRIPTION	UNIT PRICE	AMOUNT
		Life Skills Curriculum for Senior Adult Learners	$45.00	
		Life Skills Resource Guide for Senior Adult Learners	45.00	
		A Staff Development Plan for Teachers of Senior		
		Adult Learners	5.00	
		Total Amount Due		
		Shipping and Handling Included in Price		